



All Saints Central Catholic Middle & High School

217 S. Monroe Street • Bay City, MI 48708 • Office (989) 892-2533 • Fax (989) 892-7188

All Saints Central Catholic Middle and High School Phase 4 Practices and Policies DRAFT August 7, 2020

All Saints Central Catholic Middle and High School Phase 4 Practices and Policies (Executive Summary)

Dear All Saints Central Catholic Middle and High School Community Members,

We look forward to welcoming your child back to school for in-person instruction! The safety precautions being implemented are focused on protecting our students, staff, and faculty regarding the potential spread of the COVID-19 and maximizing our ability to provide in-person instruction. We understand that many aspects of this plan are new for our school and want to be sensitive to the needs of our entire school family. Some of these new procedures may be more time consuming and result in a change to the daily routine associated with school. The practice and policies described below may need to be modified as we move through the school year. Your understanding and cooperation are greatly appreciated. We are in this together and want to emphasize that working cooperatively to implement this plan fits right in with our Christian sense of looking out for one another.

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



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Parents/Community Members or Visitors in Building: Unless it is an emergency, parents/community members should not enter the building.

Staff Precautions:

- All staff will always wear a mask, except when eating. Any staff member who cannot medically tolerate a facial covering will not wear a mask.
- All staff will also have face shields available, if desired. (Face shields alone do not meet the requirements for face covers under the Return to School Roadmap.)
- Staff must have scheduled handwashing with soap and water every 2-3 hours.
- Staff will conduct daily health screenings, including a temperature check, prior to coming to work or upon arrival at school. If they exhibit any symptoms associated with COVID19, and/or have a temperature of 100.4 or greater, they should stay home.

Arrival / Start of School:

- **Masks:**
 - Students should be wearing a mask and keep social distancing from the moment they leave their vehicle.
 - Students in grades 6-12 are always required to wear a mask, except when eating.
- **Daily health screening:**
 - To avoid long delays in the morning and students congregating outside of the school, parents will be asked to complete a **daily health screening form** that indicates the child is free of symptoms associated with COVID-19. This form will serve as an “entry form” for students to quickly enter the building. See the last page of this document for **daily health screening form**.
 - Students who do not have this form will be asked to line up, while maintaining social distancing, so their temperatures can be taken near the principal’s office.
 - When necessary, temperatures will be checked using our distance thermometers (temperatures taken within 2 inches of forehead).
 - Following CDC guidelines, if a child has a temperature of 100.4° F and/or displays symptoms associated with COVID-19, they will be isolated in a confidential and caring way. The student will be isolated until parent / emergency contact arrives. Isolation information described further below.



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- **Entering the Building:**

- School doors will open at 7:25 AM. Students arriving before then should stay in their cars.
- Upon arrival students should go immediately to their first hour classroom.
- Students should enter the building through the front main doors on the south end of the building or the parking lot doors located on the north side of the building.

Hallways / other “community areas”:

- **Masks:**

- All students will always wear masks in the hallways, restrooms, and other community areas.

- **Lockers:**

- To begin the school year, in effort to promote social distancing, students will not be given a locker and should take their backpacks into the classroom.

- **Signage:**

- Cougar paws will mark the hallways for direction of movement for students. The expectation is that students will stay in the right “lane” at all times and will not have contact with other students.
- Hand washing diagrams will be found in every bathroom and in classrooms with sinks. Regular handwashing will be worked into our daily schedule by teachers.
- Other pertinent signage will be posted throughout the building.

- **Stairwells:**

- Stairwells will be designated to support single direction movement (“up,” “down”, only stairwell) for staff and students.

Classrooms:

- **Cleaning:**

- Thorough cleaning / disinfecting of classrooms will happen daily.

- **Hand Sanitizer**

- Every classroom will have a hand sanitizer station for frequent student and staff use.
- Hallways will have hand sanitizer stations for student and staff use.

- **Desks**

- As students progress through their daily schedule, desks will be cleaned between class periods.
- We will make every effort to provide a six-foot distance between student desks. Students will have assigned seats and are not to circulate around the classroom (makes it easier to determine possible contact tracing if a student tests positive).

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Specials:

- Gym class will be outside whenever possible. When necessary, gym class will be held in the gym with appropriate social distancing guidelines. Thorough disinfection of gym materials will be implemented.
- Band class will be outside whenever possible. When necessary, band class will be held in the “Little Theater”, while attempting to meet social distancing guidelines. Thorough disinfection of instruments will be implemented.

Lunch:

- Lunch will be eaten in the cafeteria, outside, or other designated areas.
- **The ASC campus will be a closed campus to start the 2020-2021 school year.**
- Social distancing will be implemented to the level possible in the cafeteria. This process may also include assigned seating in the cafeteria.
- Food/snacks will not be provided or sold during the day.
- Appropriate hand sanitation measures will be taken before and after lunch.

Bathroom Use:

- There are bathrooms on each floor that will be available for student use.
- Students must always wear their masks; wash hands thoroughly and not have contact with any other students. (there will be hand washing instruction located in every bathroom)
- We will work to limit the Number of students in each restroom to no more than 4 students.

Dismissal:

- We will review a staggered dismissal schedule so that all students are not congregating in the hallways/outside of the building (schedule TBD). Accommodations will be made for families with multiple students.
- All students will exit the building from the doors that are nearest their last class. They should leave in an orderly fashion and maintain social distancing.
- All students will wear masks until they reach their vehicles.



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Isolation Details:

- If a student has a temperature of at 100.4° F or greater, or if they display symptoms associated with COVID-19 they will be isolated.
 - The student will wear a mask and stay in a designated place under adult supervision.
 - We will make every effort to maintain student confidentiality and conduct this process in a safe and caring fashion.
 - The student will remain in isolation until a parent or appropriate emergency contact can pick up the child. The child will be escorted out of the building to the vehicle of the parent/emergency contact.
 - If a student is placed in isolation, a doctor's note will be required for reentry to the school or school activities.

Frequently Asked Questions Related to COVID-19:

- Please refer to COVID-19 protocol provided by the office of Saginaw Diocese Catholic Schools.
- We will also utilize relevant information provided by the Bay County Health Department.



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All Saints Central Catholic Middle and High School Required Daily Health Screening Form

Entry Form

The safety of every member of our school family is a top priority. We are closely monitoring the coronavirus (COVID-19) outbreak and am asking for your cooperation in filling out this form daily for your child (ren). **You must fill out one form for each child you have attending school even if the children are attending the same building.** It will act as a required entry form each day for your child. Students who do not have this form will have their temperatures checked at a designated door.

Student's Name: _____

Date: _____

Parent / Guardian Signature: _____

1. Has the student shown any recent symptoms of undiagnosed fever, atypical cough, atypical shortness of breath, sore throat, or diarrhea?

YES

NO

2. Has the student been in close contact with an individual who tested positive or is being treated for COVID-19?

YES

NO

3. Was your student's temperature **ABOVE 100.4° F**?

YES

NO

4. Please record Student's Temperature as of this morning. _____ °F

If above 100.4 F student is to remain home.

If you answered YES to any of these questions the student should not report to school. Please contact the school to report the absence. Additionally, please contact your medical provider for guidance.

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COVID-19
PHASE 4
PREPAREDNESS
AND RESPONSE
PLAN

School Name

Bay City All Saints Middle/High School

School Address

217 South Monroe Street

Bay City, MI 48708

Web Address of the School

www.ascbaycity.org

Name of Authorizing Body

Diocese of Saginaw

Return to School Roadmap
Protocols: Phase 4 (Required - Strongly Recommended)
(Executive Order 2020-142 School Preparedness Plan Template)

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- Instruction

Strongly Recommended Before Schools Reopen for In-Person Instruction

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- Budget, Food Service, Enrollment, and Staffing
- Technology
- Transportation

Return to School Roadmap
Protocols: Phase 4 (Required - Strongly Recommended)
(Executive Order 2020-142 School Preparedness Plan Template)

[Executive Order 2020-142](#) “provides a structure to support all schools in Michigan as they plan for a return of pre-K-12 education in the fall. Under the order, school districts must adopt a COVID-19 Preparedness and Response Plan laying out how they will cope with the disease across the various phases of the [Michigan Safe Start Plan](#). In turn, the accompanying Michigan Return to School Roadmap offers a guide to the types of safety protocols appropriate during each phase. There’s no one-size-fits-all solution: What works in Lansing may not work in Sault Sainte Marie. Districts will retain the flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions.” (EO-2020-142)

If schools are unable to meet the strongly recommended actions, an explanation is listed below.

Return to School Roadmap
Protocols: Phase 4 (Required - Strongly Recommended)
(Executive Order 2020-142 School Preparedness Plan Template)

Phase 4

Personal Protective Equipment

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<p><i>Required (Michigan Safe Schools Roadmap, pg. 22)</i></p>
<p>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.</p>
<p>Special education teachers should consider wearing clear masks.</p>
<p>Facial coverings must be worn by all 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>Facial coverings must always be worn in hallways and common areas by all 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.</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>

Return to School Roadmap
Protocols: Phase 4 (Required - Strongly Recommended)
(Executive Order 2020-142 School Preparedness Plan Template)

All students 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.	
<i>Strongly Recommended</i>	<i>School's explanation if not able to meet:</i>
Facial coverings should be worn by all 6-12 students and students with special needs in classrooms.	
Facial coverings must be worn for pre-K-12 students and students with special needs in hallways and common areas. Facial coverings should never be used on children under the age of 2	

Return to School Roadmap
 Protocols: Phase 4 (Required - Strongly Recommended)
 (Executive Order 2020-142 School Preparedness Plan Template)

<i>Required (Michigan Safe Schools Roadmap, pg. 22-23)</i>	
Provide adequate supplies to support healthy hygiene behaviors (including soap, MO 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.	
<i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 22-23)</i>	<i>School's explanation if not able to meet:</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	Classrooms without sinks will require students to use hand sanitizer.
Systematically and frequently check and refill soap and hand sanitizers.	
Students and teachers must have scheduled handwashing with soap and water every 2-3 hours.	
Limit sharing of personal items and supplies such as writing utensils.	
Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.	

<i>Required (Michigan Safe Schools Roadmap, pg. 22-23)</i>	
Limit use of classroom materials to small groups and disinfect between use or provide adequate supplies to assign for individual student use.	
<i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 22-23)</i>	<i>School's explanation if not able to meet:</i>
Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.	

<i>Required (Michigan Safe Schools Roadmap, pg. 22-23)</i>	
None	
<i>Strongly Recommended</i>	<i>School's explanation if not able to meet:</i>
Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.	Due to classroom size vs. student count, 6 feet may not always be feasible; students will be kept as distanced as possible.
In classrooms where large tables are utilized, space students as far apart as feasible.	
As feasible, arrange all desks facing the same direction toward the front of the classroom.	
Teachers should maintain six feet of spacing between themselves and students as much as possible.	
Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.	
Post signage to indicate proper social distancing.	
Floor tape or other markers should be used at six-foot intervals where line formation is anticipated	
Provide social distancing floor/seating markings in waiting and reception areas.	

<i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 22-23)</i>	<i>School's explanation if not able to meet:</i>
Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.	
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.	

Screening Students and Staff

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<i>Required (Michigan Safe Schools Roadmap, pg. 24)</i>	
Bay City All Saints Middle/High School will cooperate with the local public health department regarding implementing protocols for screening students and staff.	
<i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 24)</i>	<i>School's explanation if not able to meet:</i>
Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.	
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, except for students with special needs requiring aerosolized procedures in which an N95 mask is required.	
Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.	
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.	

Return to School Roadmap
 Protocols: Phase 4 (Required - Strongly Recommended)
 (Executive Order 2020-142 School Preparedness Plan Template)

Testing Protocols for Students and Staff and Responding to Positive Cases

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<i>Required (Michigan Safe Schools Roadmap, pg. 25)</i>	
Bay City All Saints Middle/High School will cooperate with the local public health department regarding implementing protocols for screening students and staff.	
<i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 25)</i>	<i>School's explanation if not able to meet:</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.	
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.	
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.	
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.	

Return to School Roadmap
 Protocols: Phase 4 (Required - Strongly Recommended)
 (Executive Order 2020-142 School Preparedness Plan Template)

<i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 25)</i>	<i>School's explanation if not able to meet:</i>
<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>	

Return to School Roadmap
 Protocols: Phase 4 (Required - Strongly Recommended)
 (Executive Order 2020-142 School Preparedness Plan Template)

<i>Required (Michigan Safe Schools Roadmap pg. 25)</i>	
<p>Bay City All Saints Middle/High School will cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.</p>	
<i>Strongly Recommended (Michigan Safe Schools Roadmap pg. 25-26)</i>	<i>School's explanation if not able to meet:</i>
<p>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</p>	
<p>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.</p>	
<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>	

<i>Strongly Recommended (Michigan Safe Schools Roadmap pg. 25-26)</i>	<i>School's explanation if not able to meet:</i>
Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.	
If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles	

Return to School Roadmap
 Protocols: Phase 4 (Required - Strongly Recommended)
 (Executive Order 2020-142 School Preparedness Plan Template)

<i>Required (Michigan Safe Schools Roadmap pg. 26)</i>	
Prohibit indoor assemblies that bring together students from more than one classroom.	
<i>Strongly Recommended</i>	<i>School's explanation if not able to meet:</i>
(None)	

<i>Required (Michigan Safe Schools Roadmap, pg. 27)</i>	
Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).	
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.	
All equipment must be disinfected before and after use.	
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.	
Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can always be maintained. Attention must be 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.	
Handshakes, fist bumps, and other unnecessary contact must not occur.	
Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.	
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.	
<i>Strongly Recommended</i>	<i>School’s explanation if not able to meet:</i>
(None)	

<i>Required (Michigan Safe Schools Roadmap, 27)</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.	
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.	
Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.	
Playground structures must continue to undergo normal routine cleaning but using an EPA approved disinfectant is unnecessary.	
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.	
Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.	
<i>Strongly Recommended</i>	<i>School's explanation if not able to meet:</i>
(None)	

<i>Required (Michigan Safe Schools Roadmap, pg. 28)</i>	
Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.	
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.	
Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.	
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.	
Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.	
Create a plan for getting students home safely if they are not allowed to board the vehicle.	
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.	
Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.	
Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.	
<i>Strongly Recommended</i>	<i>School’s explanation if not able to meet:</i>
(None)	

Required		Table of Contents
(None)		
Strongly Recommended (Michigan Safe Schools Roadmap, pg. 28)	School's explanation if not able to meet:	
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.		
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.	Currently, we do not have the resources to provide alternative learning arrangements. If the diocese offers online education, it will be offered to Bay City All Saints Middle/High School families.	

Before Schools Reopen (In-Person or Hybrid)

Mental & Social Emotional Health

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<i>Required</i>	
(None)	
<i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 29)</i>	<i>School's explanation if not able to meet:</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.	
Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.	
Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.	

Return to School Roadmap
 Protocols: Phase 4 (Required - Strongly Recommended)
 (Executive Order 2020-142 School Preparedness Plan Template)

<i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 29)</i>	<i>School's explanation if not able to meet:</i>
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.	
Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).	
Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.	
Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.	
Provide resources for staff self-care, including resiliency strategies.	
Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.	
Leverage MDE resources for student and staff mental health and wellness support.	

Return to School Roadmap
 Protocols: Phase 4 (Required - Strongly Recommended)
 (Executive Order 2020-142 School Preparedness Plan Template)

<i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 29)</i>	<i>School's explanation if not able to meet:</i>
<p>Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).</p>	
<p>Communicate with parents and guardians, via a variety of channels, return to school transition information including:</p> <ul style="list-style-type: none"> • De-stigmatization of COVID-19 • Understanding normal behavioral response to crises • General best practices of talking through trauma with children • Positive self-care strategies that promote health and wellness. 	

<i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 30)</i>	<i>School's explanation if not able to meet:</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"> • Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations. • Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness. • Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning. 	

<i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 30-31)</i>	<i>School's explanation if not able to meet:</i>
<p>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.</p>	
<p>Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:</p> <ul style="list-style-type: none"> • Best practices for blended or remote learning • Grade-level proficiencies • Modes of student assessment and feedback • Differentiated support for students • The inclusion of social-emotional learning; and • Guidance around daily instructional time and workload per different grade bands to ensure consistency for students. 	
<p>Secure supports for students who are transitioning to postsecondary</p>	

<p>Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards.</p> <ul style="list-style-type: none"> • Support teachers to utilize power standards that identify the major work of the grade to focus, prioritize, and accelerate instruction. 	
<p><i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 29)</i></p>	<p><i>School's explanation if not able to meet:</i></p>
<p>Set an instructional vision that ensures that:</p> <ul style="list-style-type: none"> • Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject. • Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics. • Every students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students. 	

Return to School Roadmap
 Protocols: Phase 4 (Required - Strongly Recommended)
 (Executive Order 2020-142 School Preparedness Plan Template)

<i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 29)</i>	<i>School's explanation if not able to meet:</i>
<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"> • Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE. • Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible. 	
<i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 29)</i>	<i>School's explanation if not able to meet:</i>
<p>Inventory all intervention programs and services available to students on the district and school level and identify any gaps.</p>	
<p>Remain connected with MDE about policies and guidance.</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>	

Return to School Roadmap
 Protocols: Phase 4 (Required - Strongly Recommended)
 (Executive Order 2020-142 School Preparedness Plan Template)

<i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 31)</i>	<i>School’s explanation if not able to meet:</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"> • Expectations around their child’s return to school. • Clear information about schedules and configurations if hybrid. • Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies. <p>Plans for each of the different school opening scenarios.</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"> • Training about how to access and use the school’s chosen digital systems and tools. • Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child. • Opportunities to build their digital literacy. <p>Strategies to support their child’s learning at home.</p>	

<p><i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 31)</i></p>	<p><i>School’s explanation if not able to meet:</i></p>
<p>Provide adequate time for schools and educators to engage in:</p> <ul style="list-style-type: none"> • Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed. • Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student’s growth and needs with students’ assigned teacher(s) for the 2020-2021 school year. • Identify students who potentially need additional support. • Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning. 	
<p>Create a plan for professional learning and training, with goals to:</p> <ul style="list-style-type: none"> • Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education. • Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and • Build school leaders’ and teachers’ capacity to design and develop blended and remote learning experiences that are equitable and engaging. 	

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

Instruction

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<i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 32)</i>	<i>School's explanation if not able to meet:</i>
<p>Ensure that every student:</p> <ul style="list-style-type: none"> • Has access to standards-aligned, grade level instruction, including strategies to accelerate student learning. • Is assessed to determine student readiness to engage in grade-level content. • Is offered scaffolds and supports to meet their diverse academic and social emotional needs. 	
<p>Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically focusing on the growth of students who need acceleration.</p>	
<p>Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.</p>	

Return to School Roadmap
 Protocols: Phase 4 (Required - Strongly Recommended)
 (Executive Order 2020-142 School Preparedness Plan Template)

<i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 32)</i>	<i>School's explanation if not able to meet:</i>
<p>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.</p>	
<p>Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.</p>	
<p>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.</p>	
<p>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.</p>	
<p>Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.</p>	

Return to School Roadmap
 Protocols: Phase 4 (Required - Strongly Recommended)
 (Executive Order 2020-142 School Preparedness Plan Template)

<i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 32)</i>	<i>School's explanation if not able to meet:</i>
<p>If hybrid, activate plans to monitor and assess the following:</p> <ul style="list-style-type: none"> • Connectivity and Access: <ul style="list-style-type: none"> ○ Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork. • Attendance: <ul style="list-style-type: none"> ○ Develop systems to monitor and track students' online attendance daily. • Student Work: <ul style="list-style-type: none"> ○ Teachers will assess the quality of student work and provide feedback to students and families. ○ Students will self-assess the quality of work, reflect on teacher feedback, and learning progress. 	

Strongly Recommended Before Schools Reopen for In-Person Instruction

Facilities

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<i>Strongly Recommended Michigan Safe Schools Roadmap, pg. 33)</i>	<i>School's explanation if not able to meet:</i>
Audit necessary materials and supply chain for cleaning and disinfection supplies.	
Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies. <ul style="list-style-type: none"> • Advocate for ISDs to coordinate with LEMPs. 	
Audit any additional facilities that the district may have access to that could be used for learning.	
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.	
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	
Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.	

Return to School Roadmap
 Protocols: Phase 4 (Required - Strongly Recommended)
 (Executive Order 2020-142 School Preparedness Plan Template)

<i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 32)</i>	<i>School's explanation if not able to meet:</i>
Encourage schools to provide advanced training for custodial staff.	
Custodial staff should continue deep cleaning over the summer.	
Audit all school buildings with a focus on: <ul style="list-style-type: none"> • How many classrooms are available? • The size of each classroom. • Additional spaces that are available (e.g., gym, lunchroom, auditorium). • The ventilation in each classroom. 	
Audit school security protocols to decide if any process changes need to be implemented.	
School security staff should follow CDC protocols if interacting with the public.	

<i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 32)</i>	<i>School's explanation if not able to meet:</i>
<p>Maintain facilities for in-person school operations.</p> <ul style="list-style-type: none"> • Check HVAC systems at each building to ensure that they are running efficiently. • Air filters should be changed regularly. • 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. • Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication. • Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties. 	
<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>Procure level-1 facial coverings, including those with a transparent front, for teachers, low income students, and students with special needs.</p>	
<p>Procure level-1 surgical masks for cleaning and janitorial staff.</p>	

Return to School Roadmap
 Protocols: Phase 4 (Required - Strongly Recommended)
 (Executive Order 2020-142 School Preparedness Plan Template)

***Strongly Recommended If Schools are Instructed to Close for In-Person Instruction
(Michigan Safe Schools Roadmap, pg. 34)***

- Activate school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff should wear surgical masks when performing cleaning duties.
- Maintain facilities for resumption of school operations.

<i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 34)</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>Support schools in conducting staff and student outreach to understand who is coming back.</p> <ul style="list-style-type: none"> • For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc. • 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). • For students, this should include those with preexisting conditions who may need a remote learning environment. 	
<p>Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.</p>	
<p>Work with relevant local bargaining units to assess how job responsibilities may shift considering COVID-19 and how new or additional responsibilities will be accounted for.</p>	

<i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 32)</i>	<i>School's explanation if not able to meet:</i>
Recruit, interview and hire new staff.	
Consider redeploying underutilized staff to serve core needs.	
Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.	
Communicate any student enrollment or attendance policy changes with school staff and families.	
Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely	
Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).	
Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.	
Inventory how many substitute teachers are available.	
Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.	

Return to School Roadmap
 Protocols: Phase 4 (Required - Strongly Recommended)
 (Executive Order 2020-142 School Preparedness Plan Template)

<i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 32)</i>	<i>School's explanation if not able to meet:</i>
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.	
Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.	
Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.	
Work with school leaders to orient new school staff to any operational changes.	
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.	
Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.	

Return to School Roadmap
 Protocols: Phase 4 (Required - Strongly Recommended)
 (Executive Order 2020-142 School Preparedness Plan Template)

Technology

<i>Strongly Recommended (Michigan Safe Schools Roadmap pg. 35)</i>	<i>School's explanation if not able to meet:</i>
Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.	
Designate a single point of contact in each school to plan and communicate with district technology teams	
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	
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.	
Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.	
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).	

Return to School Roadmap
 Protocols: Phase 4 (Required - Strongly Recommended)
 (Executive Order 2020-142 School Preparedness Plan Template)

<i>Strongly Recommended (Michigan Safe Schools Roadmap pg. 35)</i>	<i>School's explanation if not able to meet:</i>
<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"> • 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. 	
<p>Identify an asset tracking tool.</p>	
<p>Identify a vendor to assist with processing, returning, and maintaining devices, if needed.</p>	
<p>Develop on-site triage of staff and student devices to minimize the time that staff may be without a device</p>	
<p>Prepare the Infrastructure Evaluation process. Every Wi-Fi access point and wired network device should be tested.</p>	
<p>Develop a technology support plan for families.</p>	
<p>Strongly Recommended If Schools are Instructed to Close for In-Person Instruction</p>	

Return to School Roadmap
 Protocols: Phase 4 (Required - Strongly Recommended)
 (Executive Order 2020-142 School Preparedness Plan Template)

<i>Strongly Recommended (Michigan Safe Schools Roadmap pg. 35)</i>	<i>School's explanation if not able to meet:</i>
Deploy digital learning devices and move to virtual learning.	
<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"> • Safely bagging devices collected at schools. • Transporting them to a central location. • Sanitizing the devices prior to a repair or replacement evaluation. • Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement 	
Ensure that school and community access points and wired network devices are functional.	
Strongly Recommended When Schools Reopen for In-Person Instruction	
Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.	
Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.	

<i>Strongly Recommended (Michigan Safe Schools Roadmap pg. 35)</i>	<i>School's explanation if not able to meet:</i>
Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district.	
Continue infrastructure evaluations until all issues are resolved.	
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.	

Return to School Roadmap
 Protocols: Phase 4 (Required - Strongly Recommended)
 (Executive Order 2020-142 School Preparedness Plan Template)

<i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 36)</i>	<i>DTF Position</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"> • 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? 	<p>NA (most schools)</p>
<p>Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).</p>	<p>NA (most schools)</p>
<p>Inventory bus drivers to understand the extent of high-risk populations.</p>	
<p>Finalize bus procedures for bus drivers and students that are informed by public health protocols.</p>	

<i>Strongly Recommended (Michigan Safe Schools Roadmap, pg. 36)</i>	<i>School's explanation if not able to meet:</i>
Encourage close collaboration between bus drivers and IEP teams to monitor changes to students' IEPs and implement accordingly	
Strongly Recommended if Schools Are Instructed to Close for In-Person Instruction	
Utilize buses to provide food service and delivery of instructional materials where possible	NA (most schools)

Return to School Roadmap
 Protocols: Phase 4 (Required - Strongly Recommended)
 (Executive Order 2020-142 School Preparedness Plan Template)

COVID-19
PHASE 5
PREPAREDNESS
AND RESPONSE
PLAN

School Name

Bay City All Saints Middle/High School

School Address

217 South Monroe Street
Bay City, MI 48708

Web Address of the School

www.ascbaycity.org

Name of Authorizing Body

Diocese of Saginaw

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[Executive Order 2020-142](#) “provides a structure to support all schools in Michigan as they plan for a return of pre-K-12 education in the fall. Under the order, school districts must adopt a COVID-19 Preparedness and Response Plan laying out how they will cope with the disease across the various phases of the [Michigan Safe Start Plan](#). In turn, the accompanying Michigan Return to School Roadmap offers a guide to the types of safety protocols appropriate during each phase. There’s no one-size-fits-all solution: What works in Lansing may not work in Sault Sainte Marie. Districts will retain the flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions.” (EO-2020-142)

If schools are unable to meet the strongly recommended actions, an explanation is listed below.

PHASE 5

Safety Protocols

Personal Protective Equipment

<i>Strongly Recommended (pg. 38)</i>	<i>School’s explanation if not able to meet:</i>
<p>Facial coverings should always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering should not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, should not wear a facial covering.</p> <ul style="list-style-type: none">• Special education teachers should consider wearing clear masks.• Homemade facial coverings should be washed daily. <p>Disposable facial coverings should be disposed of at the end of each day.</p>	

Protocols: Phase 5 (Required - Strongly Recommended)

<p>Facial coverings should always be worn in hallways and common areas by preK-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering should not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, should not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. If social distancing and cohorting is practiced and enforced, facial coverings for students in grades 6-12 are encouraged but not required.</p> <ul style="list-style-type: none"> • Homemade facial coverings should be washed daily. <p>Disposable facing coverings should be disposed of at the end of each day.</p>	
<p><i>Recommended (pg. 38)</i></p>	
<p>Facial coverings should be considered for 6-12 students and students with special needs in hallways and common areas.</p>	
<p>Facial coverings should be worn in classrooms by grades 6-12 students. Any student who cannot medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one.</p>	
<p>Gloves are not required except for custodial staff or teachers cleaning their classrooms</p>	

Hygiene

<i>Strongly Recommended (pg. 38-39)</i>	<i>School's explanation if not able to meet:</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.	
Educate staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.	
Students should wash their hands or use hand sanitizer after changing any classroom; teachers in the classroom should wash their hands or use sanitizer every time a new group of students enters their room.	
<i>Recommended (pg. 39)</i>	<i>School's explanation if not able to meet:</i>
Systematically and frequently check and refill soap and hand sanitizers.	
Students and teachers should have scheduled handwashing with soap and water every 2-3 hours.	
Limit sharing of personal items and supplies such as writing utensils.	

Keep students' personal items separate and in individually labeled cubbies, containers, or lockers	
Limit use of classroom materials to small groups and disinfect between uses or provide adequate supplies to assign for individual student use.	
Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.	

Spacing, Movement and Access

<i>Strongly Recommended (pg. 39)</i>	<i>School's explanation if not able to meet:</i>
<i>None</i>	
<i>Recommended (pg. 39)</i>	<i>School's explanation if not able to meet:</i>
Spacing is six feet between desks to the extent that it is feasible.	
Class sizes should be kept to the level afforded by necessary spacing decisions.	
In classrooms where tables are utilized, space students as far apart as feasible.	
Arrange all desks facing the same direction toward the front of the classroom	
Teachers should try to maintain six feet of spacing between themselves and students as much as possible.	
Post signage to indicate proper social distancing. Floor tape or other markers should be used at six-foot intervals where line formation is anticipated.	

Provide social distancing floor/seating markings in waiting and reception areas. Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques. Post signs on the doors of restrooms to indicate proper social distancing.	
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.	
As able, “specials” (like art, music, and library) should be brought to the classrooms instead of having students move to different locations	
Flow of foot traffic should be directed in only one direction, if possible. If one-way flow is not possible, hallways can be divided with either side following the same direction.	
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.	
Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.	

Screening Students and Staff

<i>Strongly Recommended (pg. 40)</i>	<i>School's explanation if not able to meet:</i>
Every school should identify and designate a quarantine area and a staff person to care for children who become ill at school.	

Protocols: Phase 5 (Required - Strongly Recommended)

<p>Students who become ill with symptoms of COVID-19 at school 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.</p>	
<p>Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to <u>CDC guidelines</u>.</p>	
<p>Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.</p>	
<p><i>Recommended (pg. 40)</i></p>	<p><i>School's explanation if not able to meet:</i></p>
<p>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.</p>	
<p>Any parents or guardians entering the building should wash or sanitize hands prior to entry.</p>	
<p>Parents or guardians are not allowed in the school building except under extenuating circumstances as determined by school officials. Only one parent or guardian per child should be allowed to enter except under extenuating circumstances as determined by school officials.</p>	

<p>Parents or guardians are encouraged to check their children’s temperature at home every morning using oral, tympanic (ear), or temporal scanners students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if no other explanation is available</p>	
<p>Parents or guardians are encouraged to ask their children or monitor for symptoms of COVID-19, including cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt parents or guardians to keep the student home from school.</p>	
<p>Entrances and exits should be kept separate to keep traffic moving in a single direction</p>	

Testing Protocols for Students and Staff and Responding to Positive Cases

<i>Strongly Recommended (pg. 41)</i>	<i>School’s explanation if not able to meet:</i>
<p>Students who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and be transported by their parent/guardian, emergency contact, or ambulance, if clinically unstable, for off-site testing</p>	
<p>Staff who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and should be transported for off-site testing</p>	
<p>Parents and guardians should be notified of the presence of any laboratory positive or clinically diagnosed cases in the classroom and/or school to encourage closer observation for any symptoms at home.</p>	

Protocols: Phase 5 (Required - Strongly Recommended)

<p>Symptomatic students and staff sent home from school should be kept home until they have tested negative or have been released from isolation according to CDC guidelines.</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 within six feet to the student or staff member) so that they can be quarantined at home. Classmates should be closely monitored for any symptoms. At this time, empiric testing of all students in the class is not recommended. Only those that develop symptoms require testing</p>	
<p><i>Recommended (pg. 41-42)</i></p>	<p><i>School's explanation if not able to meet:</i></p>
<p>Parents or guardians are encouraged to check student's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 greater must stay home and consider COVID-19 testing if no other explanation is available.</p>	
<p>Parents or guardians are encouraged to monitor for symptoms of COVID-19, including any cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt the parent or guardian to keep the student home from school and seek out testing</p>	

Responding to Positive Tests Among Staff and Students

<p><i>Strongly Recommended (pg. 41)</i></p>	<p><i>School's explanation if not able to meet:</i></p>
<p>Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with</p>	

<p>Disabilities Act (ADA) and other applicable federal and state privacy laws.</p> <ul style="list-style-type: none"> The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure. Local health officials, depending on situation, may identify other contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed. <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>	
<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>	
<p><i>Recommended (pg. 41-42)</i></p>	<p><i>School's explanation if not able to meet:</i></p>
<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>	
<p>Cleaning staff should wear a surgical mask when performing cleaning of these areas along with gloves and face shield.</p>	

Food Service, Gathering, and Extracurricular Activities

<i>Strongly Recommended (pg. 42)</i>	<i>School's explanation if not able to meet:</i>
Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.	
Students, teachers, and cafeteria staff wash hands before and after every meal.	
All gatherings, including those that occur outdoors (e.g., graduations) should comply with current and future executive orders that set caps on congregations of people.	
If field trips occur, they should comply with transportation guidelines within this document, including mandatory facial covering.	
<i>Recommended (pg. 39)</i>	<i>School's explanation if not able to meet:</i>
If possible, classrooms should be used for eating in place, taking into consideration food allergies	
If cafeterias need to be used, meal times should be staggered to create seating arrangements with six feet of distance between students	
If possible, school-supplied meals should be delivered to classrooms with disposable utensils	
Schools should offer telecasting of assemblies and other school-sanctioned events if able.	
Students and teachers should wash hands before and after every event.	
After-school programs may continue with the use of facial coverings.	

Athletics

<i>Strongly Recommended (pg. 42)</i>	<i>School's explanation if not able to meet:</i>
Indoor spectator events are limited to 50 people. Large scale outdoor spectator or stadium events are limited to 250 people. Spectators not part of the same household must always maintain six feet of distance from one another.	
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.	
All equipment must be disinfected before and after use.	
Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.	
Each participant should use a clearly marked water bottle for individual use. There should be no sharing of this equipment.	
<i>Recommended (pg. 42)</i>	<i>School's explanation if not able to meet:</i>
Indoor weight rooms and physical conditioning activities are allowed. Social distancing of six feet between participants should be maintained while indoors and sharing equipment should be avoided.	
Handshakes, fist bumps, and other unnecessary contact should not occur.	

Cleaning

<i>Strongly Recommended (pg. 38-39)</i>	<i>School's explanation if not able to meet:</i>

Frequently touched surfaces including lights, doors, benches, and bathrooms should undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.	
Libraries, computer labs, arts, and other hands-on classrooms should undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution. Efforts must be made to minimize sharing of materials between students, as able.	
Student desks should be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.	
Playground structures should continue to undergo normal routine cleaning but using an EPA-approved disinfectant is unnecessary.	
Athletic equipment can be cleaned with either an EPA-approved disinfectant or diluted bleach solution before and after each use.	
Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use such products.	
<i>Recommended (pg. 42)</i>	<i>School's explanation if not able to meet:</i>
Staff should wear gloves, surgical masks, and face shield when performing all cleaning activities	

Busing and Student Transportation

None of the Catholic school in the diocese provide daily transportation for students.

Some schools provide bussing for athletics and extracurricular activity.

In these instances, appropriate protocols will be followed. See page 43 of the Michigan Return to School Roadmap for specifics.

Medically Vulnerable Students and Staff

<i>Strongly Recommended (pg. 38-39)</i>	<i>School's explanation if not able to meet:</i>
Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and updating their care plans as needed to decrease their risk for exposure to COVID-19.	
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.	
<i>Recommended (pg. 39)</i>	<i>School's explanation if not able to meet:</i>
Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should wear an N95 mask at the time of delivery.	
Enable staff who self-identify as high risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible.	

Mental & Social Emotional Health

<i>Recommended Before Schools Reopen for In-Person Instruction (pg. 45)</i>	<i>School's explanation if not able to meet:</i>

Protocols: Phase 5 (Required - Strongly Recommended)

<p>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.</p>	
<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>Provide all staff with timely, responsive, and ongoing training/PD 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>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>Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed following an acute incident (e.g., loss of student, loss of a school staff member).</p>	
<p>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.</p>	

Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.	
Provide resources for staff self-care, including resiliency strategies.	
Designate a mental health liaison (school-based) who will work across the district, local public health agencies, and community partners.	
Activate communication channels for district stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).	
<p>Communicate with parents and guardians, via a variety of channels, return to school transition information including:</p> <ul style="list-style-type: none"> • De-stigmatization of COVID-19. • Understanding normal behavioral response to crises. • General best practices of talking through trauma with children. • Positive self-care strategies that promote health and wellness. 	

Instruction

Governance

<i>Recommended Before Schools Reopen for In-Person Instruction (pg. 46)</i>	<i>School's explanation if not able to meet:</i>
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<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"> • Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations. • Revise the district’s remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness. <p>Share the district’s remote learning plan with all involved stakeholders in case of a return to remote learning.</p>	
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Instruction

<i>Recommended Before Schools Reopen for In-Person Instruction (pg. 46)</i>	<i>School’s explanation if not able to meet:</i>
<p>Set an instructional vision that ensures that:</p> <ul style="list-style-type: none"> • Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject. • Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics. <p>Every students’ academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.</p>	

Protocols: Phase 5 (Required - Strongly Recommended)

<p>Support schools to implement grade-level curricula that is aligned to Michigan 6-12 standards.</p> <p>Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.</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"> • Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE. <p>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.</p>	
<p>Inventory all intervention programs and services available to students on the district and school level and identify any gaps</p>	
<p>Remain connected with MDE about policies and guidance.</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>Secure supports for students who are transitioning to postsecondary.</p>	

Communications and Family Supports

<i>Recommended Before Schools Reopen for In-Person Instruction (pg. 47)</i>	<i>School's explanation if not able to meet:</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: Expectations around their child's return to school;</p> <ul style="list-style-type: none"> • Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and <p>Plans for each of the different school opening scenarios</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"> • Training about how to access and use the school's chosen digital systems and tools; • Opportunities to build their digital literacy. • Strategies to support their child's learning at home. 	

Professional Learning

<i>Recommended Before Schools Reopen for In-Person Instruction (pg. 47)</i>	<i>School's explanation if not able to meet:</i>

<p>Provide adequate time for schools and educators to engage in:</p> <ul style="list-style-type: none"> • Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed. • Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student’s growth and needs with students’ assigned teacher(s) for the 2020-2021 school year. • Identify students who potentially need additional support. • Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning. 	
<p>Create a plan for professional learning and training, with goals to:</p> <ul style="list-style-type: none"> • Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education; • Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use. • Build school leaders’ and teachers’ capacity to design and develop blended and remote learning experiences that are equitable and engaging. 	

Instruction

<i>Recommended When Schools Reopen for In-Person Instruction (pg. 48)</i>	<i>School's explanation if not able to meet:</i>
<p>Ensure that every student:</p> <ul style="list-style-type: none"> • Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning. • Is assessed to determine student readiness to engage in grade-level content. • Is offered scaffolds and supports to meet their diverse academic and social-emotional needs. 	
<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>	
<p>Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.</p>	
<p>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.</p>	

<p>Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.</p>	
<p>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</p>	
<p>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.</p>	
<p>Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.</p>	

Operations

Facilities

<p><i>Recommended Before Schools Reopen for In-Person Instruction (pg. 49)</i></p>	<p><i>School's explanation if not able to meet:</i></p>
<p>Audit necessary materials and supply chain for cleaning and disinfection supplies</p>	

Protocols: Phase 5 (Required - Strongly Recommended)

Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies. Advocate for ISDs to coordinate with LEMPs.	
Audit any additional facilities that the district may have access to that could be utilized for learning.	
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.	
Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and CDC. It is expected that this guidance will be updated in real-time based on the status of community spread local geographies.	
Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.	
Encourage schools to provide advanced training for custodial staff.	
Custodial staff should continue deep cleaning over the summer.	
Audit all school buildings with a focus on: <ul style="list-style-type: none"> • Number of classrooms available. • The size of each classroom. • Additional spaces that are available (e.g., gym, lunchroom, auditorium, etc.). • The ventilation in each classroom. 	

<p>Audit school security protocols to decide if any process changes need to be implemented. School security staff should follow CDC protocols if interacting with the general public.</p>	
<p>Maintain facilities for in-person school operations.</p> <ul style="list-style-type: none"> • Check HVAC systems at each building to ensure that they are running efficiently. • Air filters should be changed regularly. • Custodial staff should distribute wastebaskets, tissues, and CDC approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during transit between sites. • Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication. <p>Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.</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>Procure level-1 facial coverings, including those with a transparent front, for 6-12 teachers, low-income students, and students with special needs</p>	
<p>Procure level-1 surgical masks for cleaning and janitorial staff</p>	

Budget, Food Service, Enrollment, and Staffing

<p><i>Recommended Before Schools Reopen for In-Person Instruction (pg. 50)</i></p>	<p><i>School's explanation if not able to meet</i></p>
<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>Support schools in conducting staff and student outreach to understand who is coming back. For staff, this should include a breakdown of the staff – administrators, educators, support staff with a teaching license, support staff without a teaching license, full-time nurses, part-time nurses, school counselors, etc. 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). For students, this should include those with preexisting conditions who may need a remote learning environment.</p>	
<p>Assess need for new or additional positions with a specific focus on student and staff wellness, but also including technology support.</p>	

Consider redeploying underutilized staff to serve core needs.	
Communicate any student enrollment or attendance policy changes with school leaders, and families.	
Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).	
Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.	
Inventory how many substitute teachers are available.	
Build and send back to school communications to all relevant stakeholders (i.e., parents or guardians, school staff) and include updates across all workflows.	
Engage school leaders in a budgeting exercise to help them plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.	
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.	
Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance	

Technology

<i>Recommended Before Schools Reopen for In-person Instruction (pg. 51)</i>	<i>School's explanation if not able to meet:</i>
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Protocols: Phase 5 (Required - Strongly Recommended)

<p>Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.</p>	
<p>Develop a district plan that includes guidance for schools. If possible, include training and support for teachers to adapt remote learning skills for the classroom.</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>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: Safely bagging devices collected at schools; Sanitizing the devices prior to a repair or replacement evaluation. Assessing technology needs from loaner devices during Spring 2020; 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.</p>	
<p>Develop a technology support plan for families.</p>	
<p>Where possible, consider implementing live streaming of classrooms for students who are medically vulnerable.</p>	