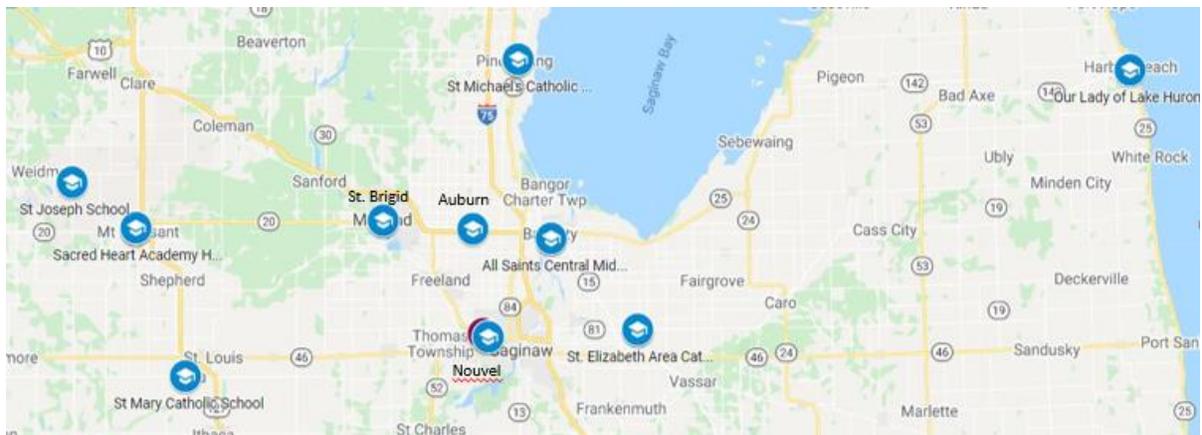


Catholic Diocese of Saginaw

Covid-19 Preparedness and Response Plan

Phase 4 and 5



Office of Catholic Schools
School Year 2020-2021

Message from Superintendent

Office of Catholic Schools

Dear Catholic School Families, Faculty, and Friends,

Our principals, teachers, and support staff across the diocese have invested countless hours preparing our schools for the resumption of in-person instruction. This work will continue over the coming weeks. Collectively, as a group of educators, we remain committed to providing the safest possible learning environment for all of our students and families. This plan is one aspect of that commitment.

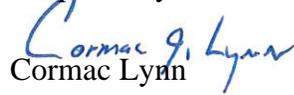
Governor Whitmer's [Executive Order 2020-142](#) "provides a structure to support all schools in Michigan as they plan for a return of pre-K-12 education in the fall." Under the order, schools must adopt a COVID-19 Preparedness and Response Plan laying out how they will cope with the disease under the various phases of the [Michigan Safe Start Plan](#). Nonpublic schools are required to submit plans addressing operation of schools in phases 4 and 5. The [Michigan Return to School Roadmap](#) offers a guide to the types of safety protocols that are required and/or recommended under each phase.

This document represents the work of the Diocese of Saginaw Back to School Task Force. In many cases, the task force has made recommendations that exceed the actions required in the Return to School Roadmap. This document will serve as a guide for each of our schools. Across the diocese, our Catholic schools vary significantly in respect to enrollment and building layout. Therefore, each school will develop an individualized preparedness plan and submit it to the Office of Catholic Schools for approval. When appropriate, reasonable accommodations to this plan may be granted at the local level. Once approved, the preparedness plans will be submitted to the state as required by executive order.

Where appropriate, the information from the Return to School Roadmap has been condensed. Recommendations not specific to the operation of a school building and related events may have been edited and/or removed. As a courtesy, we have referenced general page numbers from the roadmap should you desire to review the full text.

The implementation of the required and (when possible) recommended actions will help to maximize our ability to provide in-person instruction in the fall and throughout the school year. Thank you for supporting our efforts as we work to get our students back to school.

Respectfully,



Cormac Lynn

Superintendent

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PHASE 4

Personal Protective Equipment

(Required in roadmap)

- Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
- Facial coverings must be worn by pre-K-12 students, staff, and bus drivers during school transportation.
- Facial coverings must always be worn in hallways and common areas by pre-K-12 students in the building except for during meals
- Facial coverings must be worn in classrooms by all students grades 6-12
- 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.

<i>Strongly Recommended</i>	<i>Task Force Position</i>
Facial coverings should be considered for K-5 students and students with special needs in classrooms.	Parental decision Recommend
Facial coverings should be considered for pre-K students and students with special needs in hallways and common areas.	Parental decision Recommend
Facial coverings are not recommended for use in classrooms by children ages 3 and 4	Agree
Facial coverings should never be used on children under age 2	Agree

Hygiene

(Required in roadmap. pg. 22-23)

- Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff)
- 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.
- 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).

<i>Strongly Recommended (pg. 22-23)</i>	<i>Task Force Position</i>

Diocese of Saginaw, Preparedness Plan, Phase 4
(Required -Strongly Recommended – Recommended)

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
Systematically and frequently check and refill soap and hand sanitizers.	Required
Students and teachers must have scheduled handwashing with soap and water every 2-3 hours.	Required
Limit sharing of personal items and supplies such as writing utensils.	When possible, class discretion
Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.	Recommend
Limit use of classroom materials to small groups and disinfect between use or provide adequate supplies to assign for individual student use.	When possible, class discretion
Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.	Required, will vary by school

Spacing, Movement and Access

<i>Required (pg 23)</i>	<i>Task Force Position</i>
None	
<i>Strongly Recommended</i>	<i>Task Force Position</i>
Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.	Whenever possible, will vary by school
In classrooms where large tables are utilized, space students as far apart as feasible.	Required, will vary by school
As feasible, arrange all desks facing the same direction toward the front of the classroom.	Required, will vary by school
Teachers should maintain six feet of spacing between themselves and students as much as possible.	Required, vary by grade level

Diocese of Saginaw, Preparedness Plan, Phase 4
(Required -Strongly Recommended – Recommended)

Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.	Required
Post signage to indicate proper social distancing.	Required
Floor tape or other markers should be used at six foot intervals where line formation is anticipated	Required
Provide social distancing floor/seating markings in waiting and reception areas.	Required
Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.	Required
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.	Required
<i>Recommended</i> (pg. 23-24)	<i>Task Force Position</i>
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.	Recommend, when possible
As able and appropriate, schools should try to cohort groups of students to isolated hallways or areas that can be monitored.	Required, will vary by school
As able, “specials” (like art, music, and library) should be brought to the classrooms instead of having students move to different locations.	Recommend, will vary by school
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.	Recommended, will vary by school, local decision
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.	Recommended, will vary by school
Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.	Recommended, will vary by school

Diocese of Saginaw, Preparedness Plan, Phase 4
(Required -Strongly Recommended – Recommended)

Where possible, physical education should be held outside and social distancing of six feet should be practiced.	Local decision
Boarding schools should seek guidance from MDHHS regarding spacing, movement, and facility access.	Not applicable
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.	Recommended, will vary by school
Entrances and exits should be kept separate to keep traffic moving in a single direction.	Recommended, will vary by school

Screening Students and Staff

Required (pg. 24)

- Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.

<i>Strongly Recommended</i> (pg. 24)	<i>Task Force Position</i>
Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.	Required
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.	Required
Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.	Recommended, consult with local health department for guidance
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.	Required
<i>Recommended</i> (pg. 24)	<i>Task Force Position</i>
A monitoring form (paper or electronic) for screening employees should be developed.	Required

Testing Protocols for Students and Staff and Responding to Positive Cases

Required (pg. 25)

- Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.

<i>Strongly Recommended</i> (pg. 25)	<i>Task Force Position</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.	Quarantining of symptomatic students was previously addressed. Schools to communicate with parents and take appropriate action in medical emergency.
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.	Mask use – required Testing – local decision
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.	Required Work with local health department
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.	Required
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.	Required

Responding to Positive Tests Among Staff and Students

Required (pg. 25)

- 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.

<i>Strongly Recommended</i> (pg. 25-26)	<i>Task Force Position</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
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.	Required
Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.	Required
If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles	Recommend
<i>Recommended</i>	<i>Task Force Position</i>
(None)	

Food Service, Gathering, and Extracurricular Activities

Required (pg. 26)

- Prohibit indoor assemblies that bring together students from more than one classroom.

<i>Strongly Recommended</i>	<i>Task Force Position</i>
(None)	
<i>Recommended</i>	<i>Task Force Position</i>

Diocese of Saginaw, Preparedness Plan, Phase 4
(Required -Strongly Recommended – Recommended)

Classrooms or outdoor areas should be used for students to eat meals at school, if distancing guidelines cannot be met.	Recommend, must consider student safety
If cafeterias must be used, meal times should be staggered to create seating arrangements with six feet of distance between students	Recommended, will vary by school
Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.	Recommended, will vary by school
Students, teachers, and food service staff should wash hands before and after every meal.	Required
Students, teachers, and staff should wash hands before and after every event.	Required, when not possible, use hand sanitizer
Large scale assemblies of more than 50 students are suspended.	Required
Off-site field trips that require bus transportation to an indoor location are suspended.	Local decision, w/ approval from superintendent
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
If possible, school-supplied meals should be delivered to classrooms with disposable utensils.	Recommended, will vary by school, local decision
If possible, schools should offer telecasting of assemblies and other school-sanctioned events.	Recommended
Extracurricular activities may continue with the use of facial coverings.	Recommended, will vary by school, local decision Consult with local health department

Athletics

Required (pg. 27)

- 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 be maintained at all times. 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>Task Force Position</i>
(None)	
<i>Recommended</i>	<i>Task Force Position</i>
(None)	

Cleaning

Required (pg. 27)

- 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.

Diocese of Saginaw, Preparedness Plan, Phase 4
(Required -Strongly Recommended – Recommended)

- 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>Task Force Position</i>
(None)	
<i>Recommended</i>	<i>Task Force Position</i>
(None)	

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 28 for specifics.

Medically Vulnerable Students and Staff

<i>Required</i>	<i>Task Force Position</i>
(None)	
<i>Strongly Recommended</i> (pg. 28)	<i>Task Force Position</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 update their care plans as needed to decrease their risk for exposure to COVID-19.	Required
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
<i>Recommended</i> (pg. 28)	<i>Task Force Position</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

Diocese of Saginaw, Preparedness Plan, Phase 4
(Required -Strongly Recommended – Recommended)

Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should have N95 masks.	Required
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.	Recommended, will vary by school

Mental & Social Emotional Health

Before Schools Reopen (In-Person or Hybrid)

<i>Required</i>	<i>Task Force Position</i>
(None)	
<i>Strongly Recommended (pg. 29)</i>	<i>Task Force Position</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.	Recommended, Working with Catholic Family Services.
Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.	Required
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.	Required
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.	Required

Diocese of Saginaw, Preparedness Plan, Phase 4
(Required -Strongly Recommended – Recommended)

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).	Required
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.	Required
Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.	Required
Provide resources for staff self-care, including resiliency strategies.	Recommend
Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.	Recommend, if feasible.
Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).	Required
Communicate with parents and guardians, via a variety of channels, return to school transition information including: <ul style="list-style-type: none"> · Destigmatization 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. 	Recommend
<i>Recommended</i>	<i>Task Force Position</i>
(None)	

Before Schools Reopen (In-Person or Hybrid)

Governance

<i>Strongly Recommended (pg 30)</i>	<i>Task Force Position</i>
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Diocese of Saginaw, Preparedness Plan, Phase 4
(Required -Strongly Recommended – Recommended)

<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. 	<p>A portion of this work has been completed by the task force</p> <p>Plans will vary by school (District plan is not applicable).</p>
<i>Recommended</i>	<i>Task Force Position</i>
(None)	

Instruction

<i>Strongly Recommended (pg. 30)</i>	<i>Task Force Position</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>	Required
<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. 	Required

Diocese of Saginaw, Preparedness Plan, Phase 4
(Required -Strongly Recommended – Recommended)

<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. 	<p>Required</p>
<p>Secure supports for students who are transitioning to postsecondary</p>	<p>Recommended, will vary by school</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 in order to focus, prioritize, and accelerate instruction. 	<p>Required</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. · 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>Required</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>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><i>Recommended</i></p>	<p><i>Task Force Position</i></p>
<p>(None)</p>	

Communications and Family Supports

<i>Strongly Recommended (pg. 31)</i>	<i>Task Force Position</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>	Recommend
<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>	Required

Professional Learning

<i>Strongly Recommended (p.31)</i>	<i>Task Force Position</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; and · Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning. 	Required

Diocese of Saginaw, Preparedness Plan, Phase 4
(Required -Strongly Recommended – Recommended)

<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. 	Required
<i>Recommended</i>	<i>Task Force Position</i>
(None)	

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

<i>Strongly Recommended (pg. 32)</i>	<i>Task Force Position</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. 	Required
<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
<p>Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.</p>	Required
<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>	Required

Diocese of Saginaw, Preparedness Plan, Phase 4
(Required -Strongly Recommended – Recommended)

Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students’ needs.	Required
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
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
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
<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 on a daily basis. · Student Work: <ul style="list-style-type: none"> ○ Teachers will assess the quality of student work and provide feedback to students and families. ○ Students will self-assess the quality of work, reflect on teacher feedback, and learning progress. 	Will vary by school, local decision.
<i>Recommended</i>	<i>Task Force Position</i>
(None)	

Operations

Facilities

<i>Strongly Recommended Before Schools Reopen for In-Person Instruction (pg. 33-34)</i>	<i>Task Force Position</i>
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Diocese of Saginaw, Preparedness Plan, Phase 4
(Required -Strongly Recommended – Recommended)

Audit necessary materials and supply chain for cleaning and disinfection supplies.	Required
Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies. · Advocate for ISDs to coordinate with LEMPs.	Required
Audit any additional facilities that the district may have access to that could be used for learning.	Recommendation
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
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
Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.	Required
Encourage schools to provide advanced training for custodial staff.	Required
Custodial staff should continue deep cleaning over the summer.	Recommend
Audit all school buildings with a focus on: · 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.	Required
Audit school security protocols to decide if any process changes need to be implemented.	Recommend
School security staff should follow CDC protocols if interacting with the general public.	Required

Diocese of Saginaw, Preparedness Plan, Phase 4
(Required -Strongly Recommended – Recommended)

<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. 	Required
<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>	Required
<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>	Recommend
<p>Procure level-1 surgical masks for cleaning and janitorial staff.</p>	Recommend
<p>Strongly Recommended If Schools are Instructed to Close for In-Person Instruction (pg. 34)</p> <ul style="list-style-type: none"> · 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. 	Required
<i>Recommended</i>	<i>Task Force Position</i>
(None)	

Budget, Food Service, Enrollment, and Staffing

<i>Strongly Recommended Before Schools Reopen for In-Person Instruction</i> (gg. 34)	<i>Task Force Position</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>	Required

Diocese of Saginaw, Preparedness Plan, Phase 4
(Required -Strongly Recommended – Recommended)

<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. 	Required
<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>	Required
<p>Consider redeploying underutilized staff to serve core needs.</p>	Required
<p>Communicate any student enrollment or attendance policy changes with school staff and families.</p>	Required
<p>Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely</p>	Required
<p>Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).</p>	Required
<p>Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.</p>	Required
<p>Inventory how many substitute teachers are available.</p>	Required
<p>Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.</p>	Required
<p>Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.</p>	Required
<p>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.</p>	Required

Diocese of Saginaw, Preparedness Plan, Phase 4
(Required -Strongly Recommended – Recommended)

Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.	Required
<i>Recommended</i>	<i>Task Force Position</i>
(None)	

Technology

<i>Strongly Recommended Before Schools Reopen for In-Person Instruction (pg. 35)</i>	<i>Task Force Position</i>
Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.	Will vary by school. Local decision, may have already occurred,
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
Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should include: <ul style="list-style-type: none"> · 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. 	Local decision, will vary by school.
Develop on-site triage of staff and student devices to minimize the time that staff may be without a device	Local decision, will vary by school.
Develop a technology support plan for families.	Local decision, will vary by school.
Deploy digital learning devices and move to virtual learning.	Local decision, will vary by school.

Diocese of Saginaw, Preparedness Plan, Phase 4
(Required -Strongly Recommended – Recommended)

<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 	Local decision, will vary by school.
<p>Ensure that school and community access points and wired network devices are functional.</p>	Local decision, will vary by school.
<p>Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.</p>	Local decision, will vary by school.
<p>Compile technology-facing lessons learned for inclusion in the district’s updated remote learning plan.</p>	Local decision, will vary by school.
<p>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.</p>	Recommend, will vary by school.
<p><i>Recommended</i></p>	<p><i>Task Force Position</i></p>
<p>(None)</p>	

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 28 of the [Michigan Return to School Roadmap](#) for specifics.

PHASE 5

Safety Protocols

Personal Protective Equipment

<i>Strongly Recommended (pg. 38)</i>	<i>Task Force Position</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"> • PreK-5 and special education teachers should consider wearing clear masks. • Homemade facial coverings should be washed daily. <p style="padding-left: 40px;">Disposable facial coverings should be disposed of at the end of each day.</p>	<p>Parental decision Recommended</p>
<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 preK-5 are encouraged but not required.</p> <ul style="list-style-type: none"> • Homemade facial coverings should be washed daily. <p style="padding-left: 40px;">Disposable facing coverings should be disposed of at the end of each day.</p>	<p>Parental decision Recommended</p>
<i>Recommended (pg. 38)</i>	<i>Task Force Position</i>
<p>Facial coverings should be considered for preK students and students with special needs in hallways and common areas. Facial coverings are not recommended for use in classrooms by children ages 3 and 4.</p> <ul style="list-style-type: none"> • Facial coverings should never be used on children under age 2. 	<p>Parental decision Recommended</p>
<p>Facial coverings should be considered for K-5 students and students with special needs in classrooms, especially if students and teachers are not placed in cohorts.</p>	<p>Parental decision Recommended</p>

Diocese of Saginaw, Preparedness Plan, Phase 5
(Required -Strongly Recommended - Recommended)

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.	Parental decision Recommended
Gloves are not required except for custodial staff or teachers cleaning their classrooms	Agree

Hygiene

<i>Strongly Recommended (pg. 38-39)</i>	<i>Task Force Position</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).	Required
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.	Required
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.	Required
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.	Required
<i>Recommended (pg. 39)</i>	<i>Task Force Position</i>
Systematically and frequently check and refill soap and hand sanitizers.	Required
Students and teachers should have scheduled handwashing with soap and water every 2-3 hours.	Required
Limit sharing of personal items and supplies such as writing utensils.	When possible, class discretion
Keep students' personal items separate and in individually labeled cubbies, containers, or lockers	Recommend

Diocese of Saginaw, Preparedness Plan, Phase 5
(Required -Strongly Recommended - Recommended)

Limit use of classroom materials to small groups and disinfect between uses or provide adequate supplies to assign for individual student use.	When possible, class discretion
Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.	Required, will vary by school

Spacing, Movement and Access

<i>Strongly Recommended (pg. 39)</i>	<i>Task Force Position</i>
<i>None</i>	
<i>Recommended (pg. 39)</i>	<i>Task Force Position</i>
Spacing is six feet between desks to the extent that it is feasible.	Whenever possible, will vary by school
Class sizes should be kept to the level afforded by necessary spacing decisions.	Whenever possible, will vary by school
In classrooms where tables are utilized, space students as far apart as feasible.	Required, will vary by school
Arrange all desks facing the same direction toward the front of the classroom	Required, will vary by school
Teachers should try to maintain six feet of spacing between themselves and students as much as possible.	Required, will vary by grade level
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.	Required
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.	Recommend, when possible
As able, “specials” (like art, music, and library) should be brought to the classrooms instead of having students move to different locations	Recommend, will vary by school

Diocese of Saginaw, Preparedness Plan, Phase 5
(Required -Strongly Recommended - Recommended)

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.	Recommend, will vary by school
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.	Recommend, will vary by school
Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.	Recommend, will vary by school

Screening Students, Staff, and Guests

<i>Strongly Recommended (pg. 40)</i>	<i>Task Force Position</i>
Every school should identify and designate a quarantine area and a staff person to care for children who become ill at school.	Required
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.	Required
Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines .	Recommended, consult with local health department for guidance
Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.	Required
<i>Recommended (pg. 40)</i>	<i>Task Force Position</i>
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.	Required
Any parents or guardians entering the building should wash or sanitize hands prior to entry	Required

Diocese of Saginaw, Preparedness Plan, Phase 5
(Required -Strongly Recommended - Recommended)

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.	Required
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	Required
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.	Required
Entrances and exits should be kept separate to keep traffic moving in a single direction	Recommended, will vary by school

Testing Protocols for Students and Staff And Responding to Positive Cases

<i>Strongly Recommended (pg. 41)</i>	<i>Task Force Position</i>
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	Quarantining of symptomatic students was previously addressed
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	Mask use- required testing- local decision
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.	Required
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 .	Required

Diocese of Saginaw, Preparedness Plan, Phase 5
(Required -Strongly Recommended - Recommended)

<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>Required</p>
<p><i>Recommended (pg. 41-42)</i></p>	<p><i>Task Force Position</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>Recommend</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>	<p>Recommend</p>

Responding to Positive Tests Among Staff and Students

<p><i>Strongly Recommended (pg. 41)</i></p>	<p><i>Task Force Position</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 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. • 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</p>

Diocese of Saginaw, Preparedness Plan, Phase 5
(Required -Strongly Recommended - Recommended)

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.	Required
<i>Recommended (pg. 41-42)</i>	<i>Task Force Position</i>
If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.	Recommend
Cleaning staff should wear a surgical mask when performing cleaning of these areas along with gloves and face shield.	Required

Food Service, Gathering, and Extracurricular Activities

<i>Strongly Recommended (pg. 42)</i>	<i>Task Force Position</i>
Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.	Recommend, will vary by school
Students, teachers, and cafeteria staff wash hands before and after every meal.	Required, when not possible use hand sanitizer
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.	Required
If field trips occur, they should comply with transportation guidelines within this document, including mandatory facial covering.	Most likely the transportation will be provided by 3 rd party. Required
<i>Recommended (pg. 39)</i>	<i>Task Force Position</i>
If possible, classrooms should be used for eating in place, taking into consideration food allergies	Recommended, will vary by school, local decision

Diocese of Saginaw, Preparedness Plan, Phase 5
(Required -Strongly Recommended - Recommended)

If cafeterias need to be used, meal times should be staggered to create seating arrangements with six feet of distance between students	Recommended, will vary by school, local decision
If possible, school-supplied meals should be delivered to classrooms with disposable utensils	Recommended, will vary by school, local decision
Schools should offer telecasting of assemblies and other school-sanctioned events if able.	Recommended
Students and teachers should wash hands before and after every event.	Required
After-school programs may continue with the use of facial coverings.	Recommended, will vary by school, local decision. Consult with local health department

Athletics

<i>Strongly Recommended (pg. 42)</i>	<i>Task Force Position</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.	Recommended, will vary by school, local decision and current relevant Executive Order/MHSAA guidance.
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.	Required
All equipment must be disinfected before and after use.	Required
Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section	Required

Diocese of Saginaw, Preparedness Plan, Phase 5
(Required -Strongly Recommended - Recommended)

Each participant should use a clearly marked water bottle for individual use. There should be no sharing of this equipment.	Required
<i>Recommended (pg. 42)</i>	<i>Task Force Position</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	Recommended, will vary by school, local decision and current relevant Executive Order/MHSAA guidance
Handshakes, fist bumps, and other unnecessary contact should not occur	Required

Cleaning

<i>Strongly Recommended (pg. 38-39)</i>	<i>Task Force Position</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.	Required
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.	Required
Student desks should be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.	Required
Playground structures should continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary	Required
Athletic equipment can be cleaned with either an EPA-approved disinfectant or diluted bleach solution before and after each use	Required
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.	Required

Diocese of Saginaw, Preparedness Plan, Phase 5
(Required -Strongly Recommended - Recommended)

<i>Recommended (pg. 42)</i>	<i>Task Force Position</i>
Staff should wear gloves, surgical masks, and face shield when performing all cleaning activities	Required

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>Task Force Position</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	Required
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
<i>Recommended (pg. 39)</i>	<i>Task Force Position</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.	Required
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.	Recommended, will vary by school

Mental & Social-Emotional Health

<i>Recommended Before Schools Reopen for In-Person Instruction(pg. 45)</i>	<i>Task Force Position</i>
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Diocese of Saginaw, Preparedness Plan, Phase 5
(Required -Strongly Recommended - 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>Recommended, working with Catholic Family Services.</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>Required</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>Required</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>Required</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>Required</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>	<p>Required</p>
<p>Establish ongoing reporting protocols for school staff to evaluate physical and mental health status</p>	<p>Required</p>
<p>Provide resources for staff self-care, including resiliency strategies</p>	<p>Recommended</p>
<p>Designate a mental health liaison (school-based) who will work across the district, local public health agencies, and community partners</p>	<p>Recommended, if feasible</p>
<p>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>	<p>Required</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"> • Destigmatization of COVID-19; • Understanding normal behavioral response to crises; • General best practices of talking through trauma with children; and <p style="padding-left: 40px;">Positive self-care strategies that promote health and wellness.</p>	<p>Recommended</p>

Instruction

Governance

<i>Recommended Before Schools Reopen for In-Person Instruction (pg. 46)</i>	<i>Task Force Position</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 	<p>A portion of this work has been completed by the task force.</p> <p>Plans will vary by school (District plan is not applicable)</p>

Instruction

<i>Recommended Before Schools Reopen for In-Person Instruction (pg. 46)</i>	<i>Task Force Position</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. • Every students’ academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students. 	Required
<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 in order to focus, prioritize, and accelerate instruction. 	Required
<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>	Required

Diocese of Saginaw, Preparedness Plan, Phase 5
(Required -Strongly Recommended - Recommended)

<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>	
Inventory all intervention programs and services available to students on the district and school level and identify any gaps	Required
Remain connected with MDE about policies and guidance.	Required
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.	Required
Secure supports for students who are transitioning to postsecondary	Recommended, will vary by school

Communications and Family Supports

<i>Recommended Before Schools Reopen for In-Person Instruction (pg. 47)</i>	<i>Task Force Position</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>	Recommended
<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; and <p style="padding-left: 40px;">Strategies to support their child's learning at home.</p>	Required

Professional Learning

<i>Recommended Before Schools Reopen for In-Person Instruction (pg. 47)</i>	<i>Task Force Position</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; and • Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning. 	Required
<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. 	Required

Instruction

<i>Recommended When Schools Reopen for In-Person Instruction (pg. 48)</i>	<i>Task Force Position</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; and • Is offered scaffolds and supports to meet their diverse academic and social-emotional needs. 	Required
<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
<p>Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions</p>	Required

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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
Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.	Required
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
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
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

Operations

Facilities

<i>Recommended Before Schools Reopen for In-Person Instruction (pg. 49)</i>	<i>Task Force Position</i>
Audit necessary materials and supply chain for cleaning and disinfection supplies	Required
Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies. Advocate for ISDs to coordinate with LEMPs.	Required
Audit any additional facilities that the district may have access to that could be utilized for learning	Recommend
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
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	Required

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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	Required
Encourage schools to provide advanced training for custodial staff	Required
Custodial staff should continue deep cleaning over the summer.	Recommend
<p>Audit all school buildings with a focus on:</p> <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, etc.); and • The ventilation in each classroom. 	Required
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.	Recommend
<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. • Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties. 	Required
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.	Required
Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low-income students, and students with special needs	Recommend

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Procure level-1 surgical masks for cleaning and janitorial staff	Recommend
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Budget, Food Service, Enrollment, and Staffing

<i>Recommended Before Schools Reopen for In-Person Instruction (pg. 50)</i>	<i>Task Force Position</i>
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).	Required
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.	Required
Assess need for new or additional positions with a specific focus on student and staff wellness, but also including technology support.	Required
Recruit, interview and hire new staff	If necessary, Required
Consider redeploying underutilized staff to serve core needs	Required
Communicate any student enrollment or attendance policy changes with school leaders, and families	Required
Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely	Required
Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).	Required
Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs	Required

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Inventory how many substitute teachers are available	Required
Build and send back to school communications to all relevant stakeholders (i.e., parents or guardians, school staff) and include updates across all workflows	Required
Engage school leaders in a budgeting exercise to help them plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars	Required
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
Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance	Required

Technology

<i>Recommended Before Schools Reopen for In-person Instruction (pg. 51)</i>	<i>Task Force Position</i>
Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning	Will vary by school. Local decision, may have already occurred
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.	Local decision, will vary by school
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).	Local decision, will vary by school
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	Local decision, will vary by school

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Develop a technology support plan for families	Local decision, will vary by school
Where possible, consider implementing live streaming of classrooms for students who are medically vulnerable	Local decision, will vary by school