MI SAFE START

Phase 4

Virus Status

- ✓ The number of new cases and deaths has fallen for a period of time, but overall case levels are still high.
- ✓ Most new outbreaks are quickly identified, traced, and contained due to robust testing infrastructure and rapid contact tracing.
- ✓ Health system capacity can typically handle these new outbreaks, and therefore case fatality rate does not rise above typical levels.
- ✓ The overall number of infected individuals still indicate the need for distancing to stop transmission and move to the next phase.

How to Keep School Communities Safe

- ✓ School preparedness and response activities continue – conducting ongoing surveillance and executing a series of active mitigation measures.
- ✓ Schools should be prepared to implement social distancing measures.
- ✓ Short-term dismissals and suspension of extracurricular activities should be expected for cleaning and contact tracing purposes.
- ✓ Schools must consider the judgment of the local health department for the sub-region (i.e., county or ISD) of concern.

School Operating Status

- ✓ In-person instruction is permitted with required safety protocols.

Essential Actions and Safety Protocols

- ✓ Safety Protocols
- ✓ Mental and Social-Emotional Well-being
- ✓ Instruction
- ✓ Operations

Safety Protocols

MI Safe Start | Phase 4

Personal Protective Equipment

REQUIRED

- ☐ 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.
  - ☐ PreK-5 and special education teachers should consider wearing clear masks.
  - ☐ Homemade facial coverings must be washed daily.
  - ☐ Disposable facial coverings must be disposed of at the end of each day.
- ☐ Facial coverings must be worn by preK-12 students, staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
- ☐ Facial coverings must always be worn in hallways and common areas by preK-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
  - ☐ Homemade facial coverings must be washed daily.
  - ☐ Disposable facing coverings must be disposed of at the end of each day.
  - ☐ Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.
- ☐ 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.
- ☐ 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.

Strongly Recommended

- ☐ Facial coverings should be considered for K-5 students and students with special needs in classrooms.
- ☐ 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.
  - ☐ Facial coverings should never be used on children under age 2.

Hygiene

REQUIRED

- ☐ 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.

Strongly 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.

Safety Protocols

MI Safe Start | Phase 4

- ☐ 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.
- ☐ Limit use of classroom materials to small groups and disinfect between use, 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

Strongly Recommended

- ☐ Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.
- ☐ 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.
- ☐ 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.

Recommended

- ☐ 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 and appropriate, schools should try to cohort groups of students to isolated hallways or areas that can be monitored.
- ☐ As able, "specials" (like art, music, and library) should be brought to the classrooms instead of having students move to different locations.
- ☐ 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.
- ☐ 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.

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Safety Protocols

MI Safe Start | Phase 4

- ☐ Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
- ☐ Where possible, physical education should be held outside and social distancing of six feet should be practiced.
- ☐ Boarding schools should seek guidance from MDHHS regarding spacing, movement, and facility access.
- ☐ 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.
- ☐ Entrances and exits should be kept separate to keep traffic moving in a single direction.

Screening Students and Staff

REQUIRED

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

Strongly Recommended

- ☐ 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, with the exception of 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.

Recommended

- ☐ A monitoring form (paper or electronic) for screening employees should be developed.
- ☐ Families are encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.
- ☐ Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.

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Safety Protocols

MI Safe Start | Phase 4

Testing Protocols for Students and Staff and Responding to Positive Cases

REQUIRED

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

Strongly Recommended

- ☐ 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.
- ☐ 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.

Recommended

- ☐ Parents and guardians are encouraged to check students' temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.
- ☐ Parents and guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.

Responding to Positive Tests Among Staff and Students

REQUIRED

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

Strongly Recommended

- ☐ 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.
    - ☐ The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who

require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.

- ☐ Note: schools should provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).

- ☐ 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.
- ☐ 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.

Food Service, Gathering, and Extracurricular Activities

REQUIRED

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

Recommended

- ☐ Classrooms or outdoor areas should be used for students to eat meals at school, if distancing guidelines cannot be met.
- ☐ If cafeterias must be used, meal times should be staggered to create seating arrangements with six feet of distance between students.
  - ☐ Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
  - ☐ Students, teachers, and food service staff should wash hands before and after every meal.
- ☐ Students, teachers, and staff should wash hands before and after every event.
- ☐ Large scale assemblies of more than 50 students are suspended.
- ☐ Off-site field trips that require bus transportation to an indoor location are suspended.
- ☐ 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.
- ☐ If possible, school-supplied meals should be delivered to classrooms with disposable utensils.
- ☐ If possible, schools should offer telecasting of assemblies and other school-sanctioned events.
- ☐ Extracurricular activities may continue with the use of facial coverings.

Safety Protocols

MI Safe Start | Phase 4

Athletics

REQUIRED

- ☐ 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 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.

Cleaning

REQUIRED

- ☐ 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.

Safety Protocols

MI Safe Start | Phase 4

Busing and Student Transportation

REQUIRED

- ☐ 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.

Medically Vulnerable Students and Staff

Strongly Recommended

- ☐ Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
- ☐ 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.

Recommended

- ☐ 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.
- ☐ Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should have N95 masks.
- ☐ 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.

Mental & Social-Emotional Health

MI Safe Start | Phase 4

✓ Strongly Recommended Before Schools Reopen for In-Person or Hybrid Instruction

- ☐ 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.
- ☐ 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.
- ☐ Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
- ☐ Communicate with parents and guardians, via a variety of channels, return to school transition information including:
  - ☐ Destigmatization of COVID-19;
  - ☐ Understanding normal behavioral response to crises;
  - ☐ General best practices of talking through trauma with children; and
  - ☐ Positive self-care strategies that promote health and wellness.

Instruction

MI Safe Start | Phase 4

✓ Strongly Recommended Before Schools Reopen for In-Person or Hybrid Instruction

Governance

- ☐ 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:
  - ☐ Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
  - ☐ Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
  - ☐ Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

Instruction

- ☐ 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.
- ☐ Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:
  - ☐ Best practices for blended or remote learning;
  - ☐ Grade-level proficiencies;
  - ☐ Modes of student assessment and feedback;
  - ☐ Differentiated support for students;
  - ☐ The inclusion of social-emotional learning; and
  - ☐ Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.
- ☐ Set an instructional vision that ensures that:
  - ☐ 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.
- ☐ Secure supports for students who are transitioning to postsecondary.
- ☐ Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards.
  - ☐ Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
- ☐ 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.
  - ☐ 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.

- ☐ Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
- ☐ Remain connected with MDE about policies and guidance.
- ☐ 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.

Communications and Family Supports

- ☐ 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;
  - ☐ Clear information about schedules and configurations, if hybrid;
  - ☐ Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
  - ☐ Plans for each of the different school opening scenarios.
- ☐ Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with:
  - ☐ Training about how to access and use the school's chosen digital systems and tools;
  - ☐ Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
  - ☐ Opportunities to build their digital literacy; and
  - ☐ Strategies to support their child's learning at home.

Professional Learning

- ☐ Provide adequate time for schools and educators to engage in:
  - ☐ Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
  - ☐ Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year;
  - ☐ Identify students who potentially need additional support; and
  - ☐ Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
- ☐ Create a plan for professional learning and training, with goals to:
  - ☐ 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 Re-open for In-Person or Hybrid Instruction

Instruction

- ☐ Ensure that every student:
  - ☐ Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning;
  - ☐ Is assessed to determine student readiness to engage in grade-level content; and
  - ☐ Is offered scaffolds and supports to meet their diverse academic and social-emotional needs.
- ☐ 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.
- ☐ Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- ☐ 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.
- ☐ Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
- ☐ 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.
- ☐ 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.
- ☐ 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.
- ☐ If hybrid, activate plans to monitor and assess the following:
  - ☐ Connectivity and Access:
    - ☐ Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
  - ☐ Attendance:
    - ☐ Develop systems to monitor and track students' online attendance on a daily basis.
  - ☐ Student Work:
    - ☐ 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.

Operations

MI Safe Start | Phases 4

Facilities

Strongly Recommended Before Schools Reopen for In-Person Instruction

- ☐ 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.
    - ☐ 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 of community spread across 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:
    - ☐ How many classrooms are available;
    - ☐ The size of each classroom;
    - ☐ Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
    - ☐ 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 general public.
- ☐ Maintain facilities for in-person school operations.
    - ☐ 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.
- ☐ 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.
- ☐ Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low-income students, and students with special needs.
- ☐ Procure level-1 surgical masks for cleaning and janitorial staff.

Operations

MI Safe Start | Phases 4

Strongly Recommended If Schools are Instructed to Close for In-Person Instruction

- ☐ 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.

Budget, Food Service, Enrollment, and Staffing

Strongly Recommended Before Schools Reopen for In-Person Instruction

- ☐ 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).
- ☐ 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, 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.
- ☐ Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
- ☐ Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
- ☐ 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.
- ☐ 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.

Operations

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- ☐ 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.

Technology

Strongly Recommended Before Schools Re-open for In-Person Instruction

- ☐ 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).
- ☐ 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;
  - ☐ 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.
- ☐ Identify an asset tracking tool.
- ☐ Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
- ☐ Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- ☐ Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
- ☐ Develop a technology support plan for families.

Operations

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Strongly Recommended If Schools are Instructed to Close for In-Person Instruction

- ☐ Deploy digital learning devices and move to virtual learning.
- ☐ Communicate consistent procedures for return and inventory of school owned devices as part of a return to school technology plan. The procedures should include:
  - ☐ Safely bagging devices collected at schools;
  - ☐ Transporting them to a central location;
  - ☐ Sanitizing the devices prior to a repair or replacement evaluation; and
  - ☐ Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- ☐ 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.
- ☐ 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.

Transportation

Strongly Recommended Before Schools Reopen for In-Person Instruction

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

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

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