COVID-19 Preparedness and Response Plan

(Executive Order 2020-142 District Preparedness Plan Template)

Revised 7:00AM
07/10/20

Name of District: Ashley Community Schools

Address of District: 104 N. New St. Ashley, MI 48806

District Code Number: 29020

Web Address of the District: www.ashleyschools.net

Name of Intermediate School District: Gratiot Isabella RESD

Name of Authorizing Body (if applicable):

Preparedness Plan Introduction

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, school districts must adopt a COVID-19 Preparedness and Response Plan laying out how they will cope with the disease across the various phases of the Michigan Safe Start Plan. In turn, the accompanying Michigan Return to School Roadmap offers a guide to the types of safety protocols appropriate during each phase. There's no one-size-fits-all solution: What works in Lansing may not work in Sault Sainte Marie. Districts will retain the flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions." (EO-2020-142)

Each district (public, public school academy (PSA), nonpublic, and intermediate school district (ISD) that educates pre-K-12 students) shall submit a single completed Assurance Document and Preparedness Plan to its Board in time for approval by August 15 or seven days before the first day of school, whichever comes first. This template, when completed, serves as a single Assurance Document and Preparedness Plan.

The Preparedness Plan will be collected by the Intermediate School District for public school districts, the authorizing body for public school academies, or the chief/designated school administrator for nonpublic schools for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district's/PSA's, or nonpublic school's public website home page no later than August 17, 2020. A single application should be filed by the district rather than multiple applications for individual schools within a district.

Preparedness Plan Assurances

The District agrees to meet all of the following requirements of Executive Order 2020-142

- ✓ The District assures that when it provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education programs (IEPs).

- ✓ The District assures that when schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This assurance includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.

- ✓ The District assures that while any state of emergency or disaster related to the COVID-19 pandemic continues, it shall comply with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.

- ✓ The District assures that it shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.

- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will close its buildings to anyone except: (a) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions. (b) Food-service workers preparing food for distribution to students or their families. (c) Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.

- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will suspend athletics, after-school activities, inter-school activities, and busing.

- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement.

- ✓ The District assures that in **Phases 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continuation of food distribution to eligible students.

- ✓ The District assures that during **Phase 4** of the *Michigan Safe Start Plan* it will prohibit indoor assemblies that bring together students from more than one classroom.

- ✓ The District assures cooperation with the local public health department if a confirmed case of COVID-19 is identified, and agrees to 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 in school.

Preparedness Plan

Every district must develop and adopt a COVID-19 Preparedness and Response Plan ("Preparedness Plan") that is informed by <u>Michigan's 2020-21 Return to School Roadmap</u> ("Return to School Roadmap") from the COVID-19 Task Force on Education and Return to School Advisory Council.

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

A. The policies and procedures that the District will follow when the region in which the district is located is in **Phase 1, 2, or 3** of the *Michigan Safe Start Plan.*
   1. Describe how the district will offer alternative modes of instruction other than in-person instruction and a summary of materials each student and the student's parents or guardians will need to meaningfully access the alternative modes of instruction included in the Preparedness Plan. If the Preparedness Plan relies on electronic instruction, the Preparedness Plan must consider how the district will aid students who lack access to computers or to the internet. This is also in the Continuity of Learning and COVID-19 Response Plan submitted in April. You may want to update and link to this plan in your response below.

Ashley Community Schools will be using a combination of virtual and paper/pencil modes of instruction. The primary approach for instruction will be online learning platforms. (i.e Google Classroom, Seesaw, Edgenuity, etc.) Students that do not have a device, the district will provide a Chromebook, to the extent feasible. Additionally, an internet access map will be provided to assist individuals with minimal internet access. Students without a device or internet access will have access to instructional materials through weekly instructional packets. All students will have access to grade-level instruction and the resources needed to complete their work. The district will do everything it can to meet student/family needs and allow for full participation.

Teachers/Staff will make weekly contact with students and have two-way communication with families. This will be done through the use of technology (i.e. Virtual meetings, email, Remind) or through weekly phone calls. For students with technology access teachers will also communicate multiple times each week through the instructional platform (i.e. Google Classroom, Seesaw), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will provide instructional packets that focus on essential content, building relationships, and maintaining connections. We will encourage relationships between students through technology (virtual meetings, email), by phone or text, or by having students write letters to classmates.

For students with technology access, content will be delivered through the online platform, (Seesaw, Google Classroom, Remind). Teachers will be accessible for synchronous instruction (virtual meetings/office hours) at least once per week and asynchronous instruction through pre-made videos/lessons multiple times per week. For those students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. The instructional packets and meal distribution will be provided by pick up or delivery.

For students with technology access, teachers will monitor student access and assignment completion on a regular basis within the instructional platform (i.e. Google Classroom, Seesaw, Edgenuity, etc.). Teachers will provide feedback to students on assignments through

the instructional platform as they are completed. Teachers will differentiate instruction within the platform to meet each student's needs. For students without technology access, instructional packets will be collected each week during the delivery pick up and drop off times. Teachers will review the instructional packet and provide feedback to the student during their weekly communication (phone call, virtual meeting, or email). Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. An example of this may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps. A phone call would also be used as a follow-up if needed.

The plan will be communicated through our School Messenger communication platform, according to the preferences our parents/guardians have chosen in that system. Parents will receive an email with the plan attached, and/or a voice message and/or text message directing them to our district website where they can access. The plan will be posted in a prominent location on our district website, and a link will also be posted on our district and building Facebook pages.

Students enrolled in dual enrollment courses, we will be working with the provider to ensure students have the appropriate materials and support to complete these courses. The students will be given credit or no-credit. Students enrolled in CTE programs, we will work with the CTC Principal/Director to ensure our students have the ability to complete these courses. As needed, the district will ensure the student has the necessary resources.

If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. Teachers/Staff will keep a log of communication with students and families. If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets. They will also need to keep a log of all communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (31N Coordinator, ISD supports, DHHS, etc.)

The counselor will help connect the family to outside agencies, if needed, to help meet their needs. Teachers will monitor and assess the needs of students and families through their weekly communications. Additionally, parents/students may request support by contacting staff. If a need is identified, the teacher will elevate that need to the principal or counselor to make the necessary follow-up. The principal or designee will hold weekly virtual meetings with teachers and other key staff to identify any additional students or families in need.

As Essential Employees, teachers will work from their classrooms to deliver instruction during Phases 1-3. This will allow access to all teaching materials and supplies, internet, desktop computer, document camera, display/white board, video, etc., as well as instructional supports such as Google Classroom, Seesaw, Boardworks, etc.

B. The policies and procedures that the District will follow when the region in which the District is located is in **Phase 4** of the Michigan Safe Start Plan. Those policies and procedures must, at a minimum, include:

1. **Face coverings** (p. 22)
   a. Please describe how the district will implement **requirements** for facial coverings that at a minimum require the wearing of face coverings, except during meals and unless face coverings cannot be medically tolerated, for:
      i) All staff and all students in grades preK-12 when on a school bus.
      ii) All staff and all students in grades preK-12 when in indoor hallways and common areas.
      iii) All staff when in classrooms.
      iv) All students in grades 6 and up when in classrooms.
      v) All students in grades kindergarten through grade 5 unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

- The expectations for the wearing of face coverings and how to obtain clean face coverings will be included in all district to parent communications, all handbooks, all student orientations, and all staff orientations. Students and parents will sign-off on their awareness of these policies.
- Building, grounds, and transportation signage will be prominent throughout all school facilities and clearly identify who is required to wear face coverings in each designated area of the building, grounds, or bus.
- Fabric face coverings will be provided for those individuals not having one. These will be placed on busses and entrance areas for students needing one.
- Fabric and clear face coverings will be provided to preK-5 teachers with the requirement to wear the clear mask during instruction. Any other teacher at any grade level may also request a clear face covering if they so choose.
- Face coverings will be washed daily by the custodial staff and stored appropriately for distribution.
- Individuals (staff or students) who claim medical exemption will need to meet with the district Health Safety Team/Principal to provide rationale and documentation.
- Exempted individuals will be recorded in a master database.
- PreK-5 students will not be required to wear a face covering once they are in the classroom unless the classroom activity places them in close proximity to other students. (2 feet or less.)
- Students who are capable of wearing a face covering and refuse to do so in an area where a face covering is required will be issued a face covering by a school official (teacher, paraprofessional, administrator, school safety staff, playground aide, etc.) and asked to put the face covering on. The instance will be documented as a log entry in PowerSchool.
- Students showing patterns of non-compliance will be removed from the school building and placed into remote instruction until the student agrees to comply with this safety protocol. Parents will be notified of each instance of non-compliance by the administration. Continued removals from the school building will result in permanent placement into remote instruction with the student being banned from coming to the school site.
- Staff who are capable of wearing a face covering and refuse to do so will be addressed by the school administrator and could face progressive disciplinary measures up to and including termination.
- Guests to the school building (Parents, presenters, substitute teachers, etc.) will be issued a disposable face covering upon signing in at the main office and will be instructed to wear the face covering at all times. Instances of non-compliance will result in the guest being escorted from the building by the building administrator.

- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.
- Breakfast/lunches will be in the classroom. MS/HS will be allowed to eat outdoors, weather permitting. Markers will be on the floor to maintain the 6 feet while students are in line for food.
- Playgrounds will be divided to allow students to social distance and remove masks.
- Hallways will have direction arrows, so the traffic flow is in one direction and keeps students moving so they are not congregating in the hallways.

2. **Hygiene**
   Please describe how you will implement the **requirements** for hygiene protocols from the *Return to School Roadmap* (p. 22-23).

- Every classroom will be supplied with a fixed or a portable hand sanitizing station.
- Supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) will be checked daily and restocked in the classroom.
- Teachers will contact the office immediately if supplies run out during the school day.
- Each classroom will have a hygiene protocol with timelines that are posted and communicated via newsletters, web pages, bulletin boards, and the like. It will include
    - Hand-washing schedule
    - Room and materials cleaning schedule
- Teacher will teach students the following on the first day of school and reinforce weekly or more often as needed
    - proper handwashing on the first day of school and reinforce weekly or more often if needed
    - how to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash
- Proper mitigation strategies including hand washing and sneezing will be communicated to families via newsletters, web pages, bulletin boards, and the like. Parents and caregivers will be asked to review and reinforce with their students.
- Custodial staff will:
    - Procure adequate soap, hand sanitizer, paper towels and tissues
    - Post signage related to cleaning and hygiene strategies in each room, restroom, and throughout the hallways.
    - Monitor hygiene supplies and refill as needed
    - Procure hand sanitizing stations as deemed necessary during walk-through
- Sharing school supplies will be limited, and each student will have their own supply box for materials.
- A list of student supplies will be generated as appropriate for each grade level and or specific middle school or high school course and posted to the school website.

3. **Spacing, Movement and Access**
   Please describe how you will implement the Spacing, Movement and Access

- Social distancing of desks will be done where feasible, depending on the number of students returning to school and size of the classroom (the district does not have additional classroom spaces or ability to hire new staff to make this recommended practice a reality in all classrooms).
- In classrooms utilizing tables, students will be spaced "as far apart as feasible"
- Classroom desks will not be "clustered", and will face the same direction.
- Teachers will maintain six feet of spacing between themselves and students "as much as possible".
- Signage will be posted to indicate social distancing.
- Students in Middle School and High School will wipe down their desk using a disinfecting wipe at the end of each class, prior to leaving the classroom.
- Signage will be posted in all restrooms and at all classrooms sinks to indicate proper hand washing hygiene.
- All adults entering the building will complete the Health Screening, have their temperature taken, wear a face covering, and use hand sanitizer as they enter. Records will be kept of all non-school employees entering the building that include the date, time in, time out and the health screening.
- Family members and guests are not allowed in the school except under extenuating circumstances. Extenuating circumstances will be determined by building administrators.
  - Meeting with adults will be held virtually whenever possible
  - Drop off and pick up procedures at elementary level will be reviewed and rewritten to ensure no clustering of adults.

Strongly recommended protocols from the Return to School Roadmap (p. 23).

4. **Cleaning**
   Please describe how you will implement the cleaning **requirements** for cleaning protocols from the *Return to School Roadmap* (p. 27).

- The administration will review all guidance related to cleaning and disinfecting the buildings and review the Building Operations the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap.
- An inventory related to all cleaning supplies that follow the EPA approved related to COVID will be monitored and procured as needed.
- Custodians will keep the maintenance director apprised of supplies and need to order.
- All classrooms will be provided EPA approved disinfectant, paper towels, face shields and gloves in order to address new cleaning protocols.
- Custodial staff will walk the building wiping high frequency usage areas.
- Doors to classrooms will be left open as much as possible. This will lower the risk of too many hands touching door handles.
- Disinfectant solutions, towels or wipes will be strategically placed in classrooms, libraries, computers, etc. so desks, doors and flat surfaces are cleaned after every

class period when students leave the room and before a new group of students enter the room.

- Windows/Doors will be open while the cleaning is taking place.
- In Elementary grade level classrooms cleaning and disinfection supplies will be out of the reach of children.
- Cleaning times will be documented with time, date and initials of when the room is disinfected.
- Training on cleaning materials and protocols will be provided to the staff through a virtual meeting. This training will show the use of PPE when cleaning, protocols for classroom and storage of cleaning materials.
- Playground equipment will be cleaned in accordance with the CDC guidelines.

4. **Athletics**
   Please describe how you will implement the **requirements** for athletics protocols from the *Return to School Roadmap* (p. 27).

- All athletic programs will follow the MHSAA guidelines.
- Students will use proper hand sanitizer before and after each practice. It will also be recommended that during breaks in practice athletes and coaches also use hand sanitizer during this time.
- Cleaning supplies will be provided to disinfect all equipment before and after every practice or game. There will be a check sheet to verify this is being done.
- All athletes, coaches and bus drivers will wear face masks on buses. Athletes and coaches will not be allowed on buses for transportation without masks unless they fall under the exemption allowed by the state.
- Before each practice or games coaches and players will be asked questions on how they are feeling and temperatures will be taken.
- Spectators' will be required to wear face masks and markings in bleachers will indicate where they are to sit to keep the social distancing.
- There will be no pregame or post game handshakes or fist pumps. Coaches and athletes will acknowledge the other team by tipping their hats, helmets, or a wave.

5. **Screening**
   Please describe how you will implement the **requirements** for screening protocols from the *Return to School Roadmap* (p. 24).

- Ashley Community Schools will be following the recommendations from our local public health.
- Ashley Community Schools will cooperate with the Mid-Michigan District Health Department regarding implementing protocols for screening, testing and responding to a positive case for students and staff.
- A copy of our screening and exposure plan will be submitted to the County Health Department. This plan will be reviewed monthly with the District Pandemic Response Team and the Health Department along with the status of any referrals from the prior month.
- Ashley Community Schools will follow Mid-Michigan Health Department's guidance for screening students. At this time, MMDHD recommends that students are screened by their parents before leaving their home.

9

- It is recommended by the Mid-Michigan Health Department before leaving for school please make sure the of the following:

1. Does your child(ren) feel feverish or have a temperature over 100.4?
2. Has your child(ren) started to have any of the following, not due to some other known health problem?
   - Cough
   - Runny nose and/or congestion
   - Tired and/or achy
   - Short of breath
   - Vomiting and/or diarrhea
   - New loss of taste or smell
3. Has your child(ren) had close contact with someone diagnosed with COVID-19?
4. Since they were last at school, has you child(ren) been diagnosed with COVID-19?

If the answer is YES to any of these questions, keep your child(ren) home from school. Call the school as soon as possible to let them know the reason your child(ren) won't be there today. Call your healthcare provider right away. If you don't have one or cannot be seen, go to www.mi.gov/coronavirustest or call 2-1-1 to find a location to have your child(ren) tested for COVID-19.

- ALL forms, protocol and practices related to screening, testing, reporting and responding will be dictated by Mid-Michigan District Health Department.
- Ashley Schools will identify a remote and secluded room to serve as an isolation area. This room will be outfitted with appropriate PPE face shields, or masks, gloves, sanitizing wipes, etc.
- Ashley Schools will have an identified room and staffing for quarantine.
- Parent communication will be made immediately with clear and concise directions on where and how to pick up the student and where to report for testing.
- A designated person (office staff) will contact the student/family after removal until test results are provided and verified before the student can return to school.
- During the time of quarantine, the student will be asked to self-identify the location and individuals they came into contact with for the past 48 hours to the best of their recollection. Priority will be placed on those individuals that they were in contact with for a sustained 15 minutes of more.
- The health department will be contacted after parents have been contacted to assist in contact tracing and notification of vulnerable individuals.
- All school staff will be required to conduct a health safety self-assessment at home prior to coming to work and verify they are safe to work.
- Staff who are unable to work due to displaying COVID-19 systems will be required to report this to the school through a health form. The school will monitor this form and follow up with any symptomatic person to direct where, when, and how to get tested and to report those results back to the school as soon as available.

6. **Testing**
   Please describe how you will implement the **requirements** for testing protocols from the *Return to School Roadmap* (p. 25).

- Ashley Community Schools will cooperate with the local public health department

(Mid-Michigan District Health Department) regarding implementing protocols for screening, testing and responding to a positive case for students and staff.

- ALL forms, protocol and practices related to screening, testing, reporting and responding will be dictated by Mid-Michigan District Health Department.
- Students who become ill with COVID -19 symptoms will be provided a mask (if they are not already wearing one) and the parents called to transport them off site
- Any student or staff with COVID-19 symptoms will be sent home and strongly recommended they be tested. School will communicate with our local health department of a possible case. We will follow their instructions and protocols they recommend at the time.
- Ashley Schools will use communication from the Mid-Michigan Health Department (MMDHD) to communicate a COVID-19 positive case and to encourage closer observation for symptoms at home.
- Ashley Schools will cooperate as requested by the Mid-Michigan Health Department by providing information for contact tracing, following their recommendation of quarantine, and following their recommendation for testing.
- Mid-Michigan Health Department will be notified immediately with written follow up using the MMDHD Communicable Disease documents.
- Confirmed COVID 19 cases (students and staff) may not return to work until they are no longer communicable, as directed by MMDHD.
- Cleaning staff in the area of a confirmed COVID 19 positive case will wear surgical mask, gloves, and face shield while cleaning these areas.

7. **Busing and Student Transportation**
   Please describe how you will implement the **requirements** for busing and student transportation protocols from the *Return to School Roadmap* (p. 28).

- All drivers (unless there is a situation it is not safe for a driver to be wearing one) and students must wear a mask at all times on the bus.
- A meeting will be held with the district transportation supervisor to review the criteria required and discuss concerns or issues that arise.
- Bus drivers will receive professional development regarding the cleaning and sanitization of the bus fleet. Additional training will be provided on the appropriate usage of face masks and the policies regarding the requirement for bus usage and hand sanitizing.
- Signage will be added to each bus to address the use of face masks for all students and drivers.
- Hand sanitizers/hand wipes will be at the front of the bus and drivers will ask everyone entering the bus to use the hand sanitizer as they enter the bus.
- Face masks will be available at the entrance of the bus in the event that a student does not have one.
- The bus will be properly cleaned after the last child has departed and the bus has returned to the bus corral. A log will be maintained.
- Bus drivers, weather permitting, will keep windows open on the bus both in route and when stopped.
- The bus will have sanitizer wipes on the bus and seats, windows, driver's area will be cleaned before every route.
- There will be a checklist with date, time and initial that this has been done.

C. **Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 5 of the Michigan Safe Start Plan.**

In Phase 5, Ashley Community Schools will follow the policies and procedures established in our Phase 4 Return to School Plan until it is recommended that we no longer need to take these precautions. Advisory Councils, Leadership Team, MMDHD, and the district's legal counsel will be consulted as we review our Return to School Plan when we enter Phase 5 to determine which Required Protocol and/or Strongly Recommended Protocol from Phase 4 may no longer apply. Essentially, our Plan will remain the same in Phase 5 as written in Phase 4.

1. Indicate which highly recommended protocols from the *Return to School Roadmap* the district will include in its Preparedness Plan when the region in which the district is located is in **Phase 5** of the *Michigan Safe Start Plan*.

Essentially, our Plan will remain the same in Phase 5 as written in Phase 4. However, we will revisit as the situation allows.

2. Indicate which highly recommended protocols from the *Return to School Roadmap* the district will not include in its Preparedness Plan when the region in which the district is located is in **Phase 5** of the *Michigan Safe Start Plan*.

- ○ Spacing, Movement and Access:
  In Phase 5, all Strongly Recommended protocols will be followed as described in Required and Strongly Recommended sections of the Ashley Community Schools Return to School Phase 4 Plan, except:
- ○ Social distancing of desks will be done where feasible, depending on the number of students returning to school and size of the classroom (the district does not have additional classroom spaces or ability to hire new staff to make this recommended practice a reality in all classrooms). All other Strongly Recommended protocol in Spacing, Movement and Access will be followed.

D. After considering all the protocols that are highly recommended in the *Return to School Roadmap*, please indicate if a school plans to exclude protocols that are highly recommended for any of the categories above in **Phase 4.**
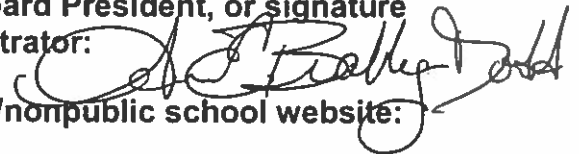
- ○ Spacing, Movement and Access: In Phase 4, all Strongly Recommended protocols will be followed as described in Required and Strongly Recommended sections of the Ashley Community Schools Return to School Phase 4 Plan, except:
- ○ Social distancing of desks will be done where feasible, depending on the number of students returning to school and size of the classroom (the district does not have additional classroom spaces or ability to hire new staff to make this recommended practice a reality in all classrooms).

Final Steps for Submission

Each district shall submit a single completed Assurance Document and Preparedness Plan to its Board of Education (in the case of a PSA, the Academy Board of Directors; in the case of a nonpublic school, the chief or designated school administrator) in time for approval by August 15 or seven days before the first day of school, whichever comes first.

Date of Approval by the District Board of Education, PSA Board of Directors, or nonpublic school chief/designated school administrator: 8-4-2020

Link to the Board Meeting Minutes or Signature of Board President, or signature of nonpublic school chief/designated school administrator:

Link to the approved Plan posted on the District/PSA/nonpublic school website:

The Preparedness Plan will be collected by the Intermediate School District for public school districts, the authorizing body for public school academies, or the chief/designated school administrator for nonpublic schools for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district's/PSA's, or nonpublic school's public website home page no later than August 17, 2020.

Name of District/PSA/Nonpublic Leader Submitting Plan:

Traci Gavenda, Superintendent, Ashley Community Schools.

Date Received by the ISD/Authorizing Body/Chief or designated School Administrator:

Date Submitted to State Superintendent and State Treasurer:

MI Safe Schools

Phase Category Comparison Checklist

massp
Leadership Lives Here.

Michigan Association of Secondary School Principals

Table of Contents

Safety Protocols

MI Safe Schools Phase Comparison Checklist

massp
Leadership Lives Here.

Michigan Association of Secondary School Principals

Category	Requirement	Phase 1-3	Phase 4	Phase 5	Phase 6

Personal Protective Equipment and Hygiene

Category: Personal Protective Equipment and Hygiene

Requirement: Required

Phase 1-3: ☑ Schools are closed for in-person instruction.

Phase 4 / Phase 5 — Personal Protective Equipment

☑ 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.

☑ Homemade facial coverings must be washed daily.

☑ PreK-5 and special education teachers should consider wearing clear masks.

☑ 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 facial 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.

Phase 6 — Personal Protective Equipment

☑ Safety protocols no longer required.

Category	Requirement	Phase 1-3	Phase 4	Phase 5	Phase 6
Personal Protective Equipment and Hygiene	Required		☑ 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. **Hygiene** ☑ 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. **Personal Protective Equipment** ☑ Facial coverings should be considered for K-5 students and students with special needs in classrooms.	**Personal Protective Equipment** ☑ 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. ☑ PreK-5 and special education teachers should consider wearing clear masks. ☑ Homemade facial coverings should be washed daily. ☑ Disposable facial coverings should be disposed of at the end of each day.	
	Strongly Recommended		☑ 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.		

Category	Requirement	Phase 1-3	Phase 4	Phase 5	Phase 6
Personal Protective Equipment and Hygiene	**Strongly Recommended**		**Hygiene** ☑ 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. ☑ 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.	☑ 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. ☑ Homemade facial coverings should be washed daily. ☑ Disposable facing coverings should be disposed of at the end of each day. **Hygiene** ☑ Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques). ☑ Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol. ☑ Educate staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques. ☑ Students should wash their hands or use hand sanitizer after changing any classroom. teachers in the classroom should wash their hands or use sanitizer every time a new group of students enters their room. **Personal Protective Equipment** ☑ 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.	**Hygiene** ☑ Provide adequate supplies to support healthy hygiene behaviors (e.g., soap, hand sanitizer with at least 60% alcohol for safe use by staff and older students, paper towels, and tissues). ☑ 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.
	Recommended				

Category	Requirement	Phase 1-3	Phase 4	Phase 5	Phase 6
Personal Protective Equipment and Hygiene	Recommended			☑ Facial coverings should never be used on children under age 2.	☑ Systematically and frequently check and refill soap and hand sanitizers.
				☑ 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.	☑ Encourage 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 with soap and water for at least 20 seconds.
				☑ 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.	
				☑ Gloves are not required except for custodial staff or teachers cleaning their classrooms.	
				Hygiene	
				☑ Systematically and frequently check and refill soap and hand sanitizers.	
				☑ Students and teachers should have scheduled handwashing with soap and water every 2-3 hours.	
				☑ Limit sharing of personal items and supplies such as writing utensils.	
				☑ Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.	
				☑ Limit use of classroom materials to small groups and disinfect between uses or provide adequate supplies to assign for individual student use.	
				Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.	

Category	Requirement	Phase 1-3	Phase 4	Phase 5	Phase 6

Spacing, Movement and Access

Category	Requirement	Phase 1-3	Phase 4	Phase 5	Phase 6
Spacing, Movement and Access	**Required**	☑ Schools are allowed for in-person instruction. ☑ School buildings may continue to be used by licensed child care providers, if providers follow all emergency protocols identified by the state. ☑ School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, as determined by school administrators.			☑ Safety protocols no longer required.
	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.		

Category	Requirement	Phase 1-3	Phase 4	Phase 5	Phase 6
Spacing, Movement and Access	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.	☐ Spacing is six feet between desks to the extent that it is feasible.	
			☑ As able and appropriate, schools should try to cohort groups of students to isolated hallways or areas that can be monitored.	☑ Class sizes should be kept to the level afforded by necessary spacing decisions.	
			☑ As able, "specials" (like art, music, and library) should be brought to the classrooms instead of having students move to different locations.	☑ In classrooms where tables are utilized, space students as far apart as feasible.	
			☑ 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.	☑ Arrange all desks facing the same direction toward the front of the classroom.	
			☑ 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.	☑ Teachers should try to maintain six feet of spacing between themselves and students as much as possible.	
			☑ Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.	☑ Post signage to indicate proper social distancing.	
			☑ Where possible, physical education should be held outside and social distancing of six feet should be practiced.	☑ Floor tape or other markers should be used at six-foot intervals where line formation is anticipated.	
			☑ Boarding schools should seek guidance from MDHHS regarding spacing, movement, and facility access.	☑ Provide social distancing floor/seating markings in waiting and reception areas.	
			☑ 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.	☑ Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.	
			☐ Entrances and exits should be kept separate to keep traffic moving in a single direction.	☑ Post signs on the doors of restrooms to indicate proper social distancing.	
				☑ If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations should be made for students with allergy-induced asthma.	

Category	Requirement	Phase 1-3	Phase 4	Phase 5	Phase 6
Spacing, Movement and Access	Recommended			☑ As able, schools should try to cohort groups of students to isolated hallways or areas that can be monitored for positive cases if there is a COVID-19 exposure.	
				☑ As able, "specials" (like art, music, and library) should be brought to the classrooms instead of having students move to different locations.	
				☑ Flow of foot traffic should be directed in only one direction, if possible. If one-way flow is not possible, hallways can be divided with either side following the same direction.	
				☑ Efforts should be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals should be used if feasible to minimize the number of persons in the hallways as able.	
				☑ Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.	
				☑ Boarding schools should seek guidance from MDHHS regarding spacing, movement, and facility access.	

Screening Students, Staff and Guests

Category	Requirement	Phase 1-3		Phase 5		Phase 6
Screening Students, Staff and Guests	Required	☑ Schools who closed for in-person instruction				☑ Safety protocols no longer required
		☑ Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.		☑ Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.		
		☑ Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.		☑ Every school should identify and designate a quarantine area and a staff person to care for children who become ill at school.		
	Strongly Recommended	☑ 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.		☑ 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.		
		☑ Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.		☑ Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.		

Category	Requirement	Phase 1-3	Phase 4	Phase 5	Phase 6
Screening Students, Staff and Guests	**Strongly Recommended**		☑ 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.	☑ 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.	
			☑ A monitoring form (paper or electronic) for screening employees should be developed.	☑ Any parents or guardians entering the building should wash or sanitize hands prior to entry.	
			☑ 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.	☑ 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.	
			☑ 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.	☑ 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.	
				☑ 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.	
				☐ Entrances and exits should be kept separate to keep traffic moving in a single direction.	
	Recommended			☑ School records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.	

Testing Protocols for Students and Staff and Responding to Positive Cases

Category	Requirement	Phase 1-3	Phase 4	Phase 5	Phase 6
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 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.	☑ 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. ☑ 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. ☑ Symptomatic students and staff sent home from school should be kept home until they have been released from isolation according to CDC guidelines. ☑ 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. ☑ 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.	
	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.	☑ 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. ☑ 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.	

Category | Requirement | Phase 1-3 | Phase 4 | Phase 5 | Phase 6

Responding to Positive Tests Among Staff and Students

Category	Requirement	Phase 1-3	Phase 4	Phase 5	Phase 6
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 was last present at the school	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.	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.	In the event of a lab or clinically diagnosed case of COVID-19 among staff or a student, the classroom or areas exposed must be immediately closed and cleaning and disinfection can be performed
	Strongly Recommended		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.	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.	If the person was in the school building without a facial covering or large areas of the school were exposed to the person, short term dismissals may be required to clean and disinfect the larger areas. This decision must be made in concert with the local public health department.
			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).	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).	Cleaning staff must wear a surgical mask when performing cleaning of these areas along with gloves and face shield
			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.	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.	

Category	Requirement	Phase 1-3	Phase 4	Phase 5	Phase 6
Responding to Positive Tests Among Staff and Students	Strongly Recommended		✓ 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.	
	Recommended		✓ If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.	✓ Cleaning staff should wear a surgical mask when performing cleaning of these areas along with gloves and face shield.	

Food Service, Gatherings and Extracurricular Activities

Category	Requirement	Phase 1-3	Phase 4	Phase 5	Phase 6
Food Service, Gatherings and Extracurricular Activities	Required	✓ Schools enact food distribution programs. ✓ All inter-school activities are discontinued. ✓ After-school activities are suspended.	✓ Prohibit indoor assemblies that bring together students from more than one classroom.		✓ Safety protocols no longer required.
	Strongly Recommended			✓ Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks. ✓ Students, teachers, and cafeteria staff wash hands before and after every meal. ✓ All gatherings, including those that occur outdoors (e.g., graduations) should comply with current and future executive orders that set caps on congregations of people. ✓ If field trips occur, they should comply with transportation guidelines within this document, including mandatory facial covering. ✓ If possible, classrooms should be used for eating in place, taking into consideration food allergies.	
	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.	✓ If cafeterias need to be used, meal times should be staggered to create seating arrangements with six feet of distance between students. ✓ If possible, school-supplied meals should be delivered to classrooms with disposable utensils.	

Category	Requirement	Phase 1-3	Phase 4	Phase 5	Phase 6
Food Service, Gatherings and Extracurricular Activities	Recommended		☑ 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.	☑ Schools should offer telecasting of assemblies and other school-sanctioned events if able. ☑ Students and teachers should wash hands before and after every event. ☑ After-school programs may continue with the use of facial coverings.	
Athletics	Required	All athletics are suspended.	☑ 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.		☑ Safety protocols no longer required.

Category	Requirement	Phase 1-3	Phase 4	Phase 5	Phase 6
Athletics	**Required**		☑ 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.		
	Strongly Recommended **Recommended**			☑ Indoor spectator events are limited to 50 people. Large scale outdoor spectator or stadium events are limited to 250 people. Spectators not part of the same household must always maintain six feet of distance from one another. ☑ Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event. ☑ All equipment must be disinfected before and after use. ☑ Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section. ☑ Each participant should use a clearly marked water bottle for individual use. There should be no sharing of this equipment. ☑ Indoor weight rooms and physical conditioning activities are allowed. Social distancing between participants should be maintained while indoors and sharing equipment should be avoided. ☑ Handshakes, fist bumps, and other unnecessary contact should not occur.	

Category	Requirement	Phase 1-3	Phase 4	Phase 5	Phase 6
Cleaning	**Required**	☑ Schools are closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order.	☑ 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.		☑ Safety protocols no longer required.

Cleaning

Category	Requirement	Phase 1-3	Phase 4	Phase 5	Phase 6
Cleaning	Required		☑ 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.		
	Strongly Recommended			☑ Frequently touched surfaces including lights, doors, benches, and bathrooms should undergo cleaning at least every four hours with either an EPA- approved disinfectant or diluted bleach solution. ☑ Libraries, computer labs, arts, and other hands-on classrooms should undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution. Efforts must be made to minimize sharing of materials between students, as able. ☑ Student desks should be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period. ☑ Playground structures should continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary. ☑ Athletic equipment can be cleaned with either an EPA-approved disinfectant or diluted bleach solution before and after each use.	
	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 such products. ☑ Staff should wear gloves, surgical masks, and face shield when performing all cleaning activities.	

Busing and Student Transportation

Category	Requirement	Phase 1-3	Phase 4	Phase 5	Phase 6
Busing and Student Transportation	**Required**	☑ All busing operations are suspended.	☑ 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. ☑ Create a plan for getting students home safely if they are not allowed to board the vehicle. ☑ Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily. ☑ 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.		☑ Safety protocols no longer required.
	Strongly Recommended		☑ Strongly encourage the use of hand sanitizer before entering the bus. Hand sanitizer should be supplied on the bus.	☑ The bus driver, staff, and all students in grades preK-12, if medically feasible, should wear facial coverings while on the bus.	

Category	Requirement	Phase 1-3	Phase 4	Phase 5	Phase 6
Busing and Student Transportation	Strongly Recommended / Recommended			✓ Clean and disinfect transportation vehicles regularly. Children should 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, hand rails, 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 and seat belts, wheelchairs, walkers, and adaptive equipment being transported to schools.	
				✓ 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 should not use group transportation to return home and should follow protocols outlined above.	
				✓ If a driver becomes sick during the day, they should follow protocols for sick staff outlined above and should not return to drive students.	
				✓ Weather permitting, keep doors and windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.	
				✓ Weather permitting, consider keeping windows open while cleaning the vehicle and between trips to let the vehicles thoroughly air out.	✓ Safety protocols no longer required.

Medically Vulnerable Students and Staff

Category	Requirement	Phase 1-3	Phase 4	Phase 5	Phase 6
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 updating their care plans as needed to decrease their risk for exposure to COVID-19.	☐ Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and updating their care plans as needed to decrease their risk for exposure to COVID-19.	
			☐ Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.	☐ 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.	

Category	Requirement	Phase 1-3	Phase 4	Phase 5	Phase 6
Medically Vulnerable Students and Staff	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.	☐ Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should wear an N95 mask at the time of delivery. ☐ Enable staff who self-identify as high risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible.	

Mental & Social Emotional Wellness

MI Safe Schools Phase Comparison Checklist

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Requirement	Phase 1-3	Phase 4	Phase 5
Strongly Recommended *Mental & Social Emotional Wellness*	***While Schools Are Closed for In-Person Instruction***	***Before Schools Reopen for In-Person or Hybrid Instruction***	

Phase 1-3:

☑ Schools should implement a mental health screening for all students by a trained professional, if possible. Any 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 guidelines to all staff regarding 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, proper referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.

☑ 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 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 reference 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.

☑ Positive self-care strategies that promote health and wellness.

Phase 4:

☑ 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.

☑ 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 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.

☑ 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 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.

Requirement	Phase 1-3	Phase 4	Phase 5
Recommended *Mental & Social Emotional/ Wellness*			**Before Schools Reopen for In-Person 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/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. ☑ 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 following an acute incident (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 district, local public health agencies, and community partners. ☑ Leverage MDE resources for student and staff mental health and wellness support. ☑ Activate communication channels for district 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

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Category	Requirement	Phase 1-3	Phase 4	Phase 5

Governance

Strongly Recommended

Recommended

Governance

Phase 1-3 — Governance

While Schools are Closed for In-Person Instruction

☑ 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.

Phase 4 — Governance

Before Schools Reopen for In-Person or Hybrid Instruction

☑ 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.

Phase 5

Before Schools Reopen for In-Person Instruction

☑ 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, Remote Instruction & Monitoring

Strongly Recommended

Phase 1-3 — Remote Instruction

While Schools are Closed for In-Person Instruction

☑ Activate remote 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.

☑ Ensure that remote learning plans, revised based on feedback and input from school leaders, educators, families and students, are distributed to all involved stakeholders in their home language. Create opportunities for ongoing feedback.

Phase 4 — Instruction, Remote Instruction & Monitoring

Instruction

Before Schools Reopen for In-Person or Hybrid 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

Category	Requirement	Phase 1-3	Phase 4	Phase 5
Instruction, Remote Instruction & Monitoring	Strongly Recommended	☑ Support schools to assess every student in grades preK-12 during the first few weeks of school, using a screener, diagnostic, or formative assessments that can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families.	☑ Best practices for blended or remote learning;	
		☑ Review students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's needs based on assessment data and parent feedback, and design accommodations and match services accordingly.	☑ Grade-level proficiencies;	
		☑ Commence online intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and career and technical education.	☑ Modes of student assessment and feedback	
		☑ 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.	☑ Differentiated support for students;	
		☑ Secure supports for students who are transitioning to postsecondary.	☑ Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.	
		☑ Conduct checkpoints with school leaders around curriculum and instruction and ongoing monitoring of student progress, specifically honing in on the progress of students in need of additional support.	☑ The inclusion of social-emotional learning; and	
		☑ Remain connected with MDE about policies and guidance.	☑ Set an instructional vision that ensures that:	
		☑ Develop a continuation of services plan for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.	☑ Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.	
		Monitoring *While Schools are Closed for In-Person Instruction*	☑ Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.	
		☑ Activate plans to monitor and assess the following:	☑ Every students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening ties with students.	
		☑ Connectivity and Access.	☑ Secure supports for students who are transitioning to postsecondary.	
		☑ Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.	☑ Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards.	
		☑ Attendance.	☑ Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.	
		☑ Develop systems to monitor and track students online attendance on a daily basis.	☑ 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.	

Category	Requirement	Phase 1-3	Phase 4	Phase 5
Instruction, Remote Instruction & Monitoring	Strongly Recommended	☑ **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.	☑ 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. *Instruction* *When Schools Reopen for In-Person or Hybrid 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 student's 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.	

Category	Requirement	Phase 1-3	Phase 4	Phase 5
Instruction, Remote Instruction & Monitoring	Strongly Recommended			
	Recommended			

Phase 4

☐ 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.

Phase 5

Instruction

Before Schools Reopen for In-Person Instruction

☑ 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.

☑ 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.

Recommended

Category	Requirement Recommended	Phase 1-3	Phase 4	Phase 5
Instruction, Remote Instruction & Monitoring				☑ 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.
				☑ Secure supports for students who are transitioning to postsecondary.
				Instruction
				When Schools Reopen for In-Person 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.

Category	Requirement	Phase 1-3	Phase 4	Phase 5
Instruction, Remote Instruction & Monitoring				☑ 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.
Communications and Family Supports	Strongly Recommended	*While Schools are Closed for In-Person Instruction* ☑ Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, call, email, home visit) to share: ☑ Expectations around the duration of the closure and reopening; ☑ Decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time, and estimated workload. This should be done in collaboration with local bargaining units; ☑ Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child; and ☑ Training on accessing and using the school's digital systems and tools, and workshops for families to build digital literacy.	*Before Schools Reopen for In-Person or Hybrid Instruction* ☑ 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.	
	Recommended		*Before Schools Reopen for In-Person Instruction* ☑ 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:	

Communications and Family Supports

Category	Requirement	Phase 1-3	Phase 4	Phase 5
Communications and Family Supports	Recommended			☑ Expectations around their child's return to school; ☑ 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, ☑ Opportunities to build their digital literacy; and ☑ Strategies to support their child's learning at home.
Professional Learning	Strongly Recommended	**While Schools *are* Closed for In-Person Instruction** ☑ Continue to provide professional learning and training through virtual modes for educators to: ☑ Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education; ☑ Share knowledge continuously learn, and exchange ideas, successes and failures around remote learning; ☑ Share information and data about students' assessment results, progress, and completed assignments; ☑ Learn how to use the school's digital systems and tools appropriately and sustainably; and ☑ Build capacity around high-quality remote learning. ☑ Utilize structures, such as professional learning communities, for educators to collaborate on prototypes for a week's worth of instruction to establish consistency and an appropriate workload.	**Before Schools Reopen for In-Person or Hybrid Instruction** ☑ 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.	

Category	Requirement	Phase 1-3	Phase 4	Phase 5
Professional Learning	Recommended			**Before Schools Reopen for In-Person Instruction** ☑ 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.

Operations

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Category	Requirement	Phase 1-3	Phase 4	Phase 5
Facilities	Strongly Recommended	**While Schools are Closed for In-Person Instruction**	**Facilities** / **Before Schools Reopen for In-Person Instruction**	

Phase 1-3 — While Schools are Closed for In-Person Instruction

- ☑ Audit necessary materials and supply chain for cleaning and disinfection supplies.
- ☑ Continue to maintain schools in good working order to prepare for the subsequent return of students.
- ☑ Execute school cleaning and disinfection protocols according to the CDC School Decision Tree.
- ☑ Custodial staff are recommended to wear surgical masks when performing cleaning duties.
- ☑ ISDs and schools should create a contingency plan to coordinate the use of school buildings for essential actions including elections, food distribution, and child care particularly for essential workers.
- ☑ Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
- ☑ Advocate for ISDs to coordinate with LEMPs.

Phase 4 — Before Schools Reopen for In-Person Instruction

- ☑ Audit necessary materials and supply chain for cleaning and disinfection supplies.
- ☑ 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 areas 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.
- ☑ Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
- ☑ Advocate for ISDs to coordinate with LEMPs.
- ☑ 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.
- ☑ Encourage schools to provide advanced training for custodial staff
- ☑ Custodial staff should continue deep cleaning over the summer.
- ☑ 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.

Category	Requirement	Phase 1-3	Phase 4	Phase 5
Facilities	Strongly Recommended			
	Recommended		**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 regulations 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. *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 erations.	*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 utilized for learning. ☑ Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day. ☑ Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and CDC. It is expected that this guidance will be updated in real-time based on the status of community spread local geographies.

Category	Requirement		Phase 1-3	Phase 4	Phase 5
Facilities		Recommended			

Phase 5 items (checkboxes):

- ☑ 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, etc.); 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 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.
- ☑ 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.

Category	Requirement		
Technology	Strongly Recommended	**Technology**	
		While Schools are Closed for In-Person Instruction	*Before Schools Reopen 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.	☑ 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.	☑ 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.	☑ 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.	☑ 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.	☑ 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 and serve as a "help desk."	☑ 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:	☑ 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;	☑ Safely bagging devices collected at schools;
		☑ Sanitizing the devices prior to a repair or replacement evaluation;	☑ Sanitizing the devices prior to a repair or replacement evaluation;
		☑ Ordering accessories that may be needed over the summer; and	☑ 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.	☑ Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
		☑ Identify an asset tracking tool.	☑ Identify an asset tracking tool.
		☑ Identify a vendor to assist with processing, returning, and maintaining devices, if needed.	☑ 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.	☑ 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.	☑ Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
		☑ Develop a technology support plan for families.	☑ Develop a technology support plan for families.

Category	Requirement	Phase 1-3	Phase 4	Phase 5

Technology	Strongly Recommended	☑ Continue to monitor device usage and compliance with online learning programs.
		☑ Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.
		☑ Ensure that students can submit assignments and be evaluated accordingly.
		☑ Schedule ongoing staff training on platforms and tools.
		☑ Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.
		☑ Ensure every student has access to the appropriate technology and connectivity needed to continue learning.
			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.
			
			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.	

	Recommended			**Before Schools Reopen 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 plan that includes guidance for schools. If possible, include training and support for teachers to adapt remote learning skills for the classroom.

Category	Requirement	Phase 1-3	Phase 4	Phase 5
Technology				☑ 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 fulfil 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; ☑ 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. ☑ 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. ☑ Where possible, consider implementing live streaming of classrooms for students who are medically vulnerable.

Budget, Food Service, Enrollment, and Staffing

Category	Requirement	*While Schools are Closed for In-Person Instruction*	*Before Schools Reopen for In-Person Instruction*
Budget, Food Service, Enrollment, and Staffing	Strongly Recommended	☑ Based on instructional programming, provide instructional resources and materials to staff and students as feasible.	☑ 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).

Category	Requirement	Phase 1-3	Phase 4	Phase 5
Budget, Food Service, Enrollment, and Staffing	Strongly Recommended	☑ Work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment. ☑ Ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families. ☑ Solidify food service processes, device distribution, delivery sites, and communication plans as necessary. ☑ Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.	☑ 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.	

Category	Requirement	Phase 1-3	Phase 4	Phase 5
Budget, Food Service, Enrollment, and Staffing	Strongly Recommended		☑ Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars. ☑ Work with school leaders to orient new school staff to any operational changes. ☑ Create master teaching schedules student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind. ☑ Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.	**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 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).
	Recommended			☑ 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, but also including technology support. ☑ 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 leaders, and families.

Category	Requirement	Phase 1-3	Phase 4	Phase 5
Budget, Food Service, Enrollment, and Staffing	Recommended			☑ 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., parents or guardians, school staff) and include updates across all workflows. ☑ Verify that student and staff handbooks and planners are printed and ready for distribution. 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 socialize with school leaders. ☑ Engage school leaders in a budgeting exercise to help them plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars. ☑ Work with school leaders to orient new school staff to any operational changes. ☑ Create master (teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules) with safety protocols in mind. ☑ Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.
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)?	**Before Schools Reopen 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)?

Category	Requirement	Phase 1-3	Phase 4	Phase 5
Transportation	Strongly Recommended		☑ How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?	☑ 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).	☑ 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.	☑ 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.	☑ 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.	☑ Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.
			If Schools are Instructed to Close for In-Person Instruction	
			☑ Utilize buses to provide food service and delivery of instructional materials where possible.	

Michigan Association of Secondary School Principals

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Share facts about COVID-19

Know the facts about coronavirus (COVID-19) and help stop the spread of rumors.

FACT 1

Diseases can make anyone sick regardless of their race or ethnicity.

Fear and anxiety about COVID-19 can cause people to avoid or reject others even though they are not at risk for spreading the virus.

FACT 2

For most people, the immediate risk of becoming seriously ill from the virus that causes COVID-19 is thought to be low.

Older adults and people of any age who have serious underlying medical conditions may be at higher risk for more serious complications from COVID-19.

FACT 3

Someone who has completed quarantine or has been released from isolation does not pose a risk of infection to other people.

For up-to-date information, visit CDC's coronavirus disease 2019 web page.

FACT 4

There are simple things you can do to help keep yourself and others healthy.

- Wash your hands often with soap and water for at least 20 seconds, especially after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.
- When in public, wear a cloth face covering that covers your mouth and nose.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.

FACT 5

You can help stop COVID-19 by knowing the signs and symptoms, which can include:

- Fever
- Cough
- Shortness of breath

Seek medical attention immediately if you or someone you love has emergency warning signs, including:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion or not able to be woken
- Bluish lips or face

This list is not all inclusive. Please consult your medical provider for any other symptoms that are severe or concerning.

CDC

CS 316455-A 34/14/2020

cdc.gov/coronavirus

What you should know about COVID-19 to protect yourself and others
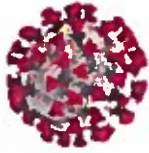
Know about COVID-19

- Coronavirus (COVID-19) is an illness caused by a virus that can spread from person to person.
- The virus that causes COVID-19 is a new coronavirus that has spread throughout the world.
- COVID-19 symptoms can range from mild (or no symptoms) to severe illness.

Know how COVID-19 is spread

- You can become infected by coming into close contact (about 6 feet or two arm lengths) with a person who has COVID-19. COVID-19 is primarily spread from person to person.
- You can become infected from respiratory droplets when an infected person coughs, sneezes, or talks.
- You may also be able to get it by touching a surface or object that has the virus on it, and then by touching your mouth, nose, or eyes.

Protect yourself and others from COVID-19

- There is currently no vaccine to protect against COVID-19. The best way to protect yourself is to avoid being exposed to the virus that causes COVID-19.
- Stay home as much as possible and avoid close contact with others.
- Wear a cloth face covering that covers your nose and mouth in public settings.
- Clean and disinfect frequently touched surfaces.
- Wash your hands often with soap and water for at least 20 seconds, or use an alcohol-based hand sanitizer that contains at least 60% alcohol.

Practice social distancing

- Buy groceries and medicine, go to the doctor, and complete banking activities online when possible.
- If you must go in person, stay at least 6 feet away from others and disinfect items you must touch.
- Get deliveries and takeout, and limit in-person contact as much as possible.

Prevent the spread of COVID-19 if you are sick

- Stay home if you are sick, except to get medical care.
- Avoid public transportation, ride-sharing, or taxis.
- Separate yourself from other people and pets in your home.
- There is no specific treatment for COVID-19, but you can seek medical care to help relieve your symptoms.
- If you need medical attention, call ahead.

Know your risk for severe illness

- Everyone is at risk of getting COVID-19.
- Older adults and people of any age who have serious underlying medical conditions may be at higher risk for more severe illness.

CDC

cdc.gov/coronavirus

Symptoms of Coronavirus (COVID-19)

Know the symptoms of COVID-19, which can include the following:

Cough

Fever

Chills

Muscle pain

Shortness of breath or difficulty breathing*

Sore throat

New loss of taste or smell

Symptoms can range from mild to severe illness, and appear 2-14 days after you are exposed to the virus that causes COVID-19.

*Seek medical care immediately if someone has emergency warning signs of COVID-19.

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you.

cdc.gov/coronavirus

Stop the Spread of Germs

Help prevent the spread of respiratory diseases like COVID-19.

Stay at least 6 feet (about 2 arms' length) from other people.

Cover your cough or sneeze with a tissue, then throw the tissue in the trash and wash your hands.

When in public, wear a cloth face covering over your nose and mouth.

Do not touch your eyes, nose, and mouth.

Clean and disinfect frequently touched objects and surfaces.

Stay home when you are sick, except to get medical care.

Wash your hands often with soap and water for at least 20 seconds.

CDC

cdc.gov/coronavirus

How to Protect Yourself and Others

Know how it spreads

- There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19).
- **The best way to prevent illness is to avoid being exposed to this virus.**
- The virus is thought to spread mainly from person-to-person.
  - » Between people who are in close contact with one another (within about 6 feet).
  - » Through respiratory droplets produced when an infected person coughs, sneezes or talks.
  - » These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
  - » Some recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms.

Everyone should

Clean your hands often

- **Wash your hands** often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
- If soap and water are not readily available, **use a hand sanitizer that contains at least 60% alcohol.** Cover all surfaces of your hands and rub them together until they feel dry.
- **Avoid touching your eyes, nose, and mouth** with unwashed hands.

Avoid close contact

- **Stay home if you are sick.**
- **Avoid close contact** with people who are sick.
- **Put distance between yourself and other people.**
  - » Remember that some people without symptoms may be able to spread virus.
  - » This is especially important for **people who are at higher risk of getting very sick.** www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html

CDC

cdc.gov/coronavirus

Cover your mouth and nose with a cloth face cover when around others

- **You could spread COVID-19 to others** even if you do not feel sick.
- **Everyone should wear a cloth face cover when they have to go out in public,** for example to the grocery store or to pick up other necessities.
  - » Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.
- **The cloth face cover is meant to protect other people** in case you are infected.
- Do **NOT** use a facemask meant for a healthcare worker.
- Continue to **keep about 6 feet between yourself and others.** The cloth face cover is not a substitute for social distancing.

Cover coughs and sneezes

- **If you are in a private setting and do not have on your cloth face covering, remember to always cover your mouth and nose** with a tissue when you cough or sneeze or use the inside of your elbow.
- **Throw used tissues** in the trash.
- Immediately **wash your hands** with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.

Clean and disinfect

- **Clean AND disinfect frequently touched surfaces** daily. This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks. www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/disinfecting-your-home.html
- **If surfaces are dirty, clean them:** Use detergent or soap and water prior to disinfection.
- **Then, use a household disinfectant.** You can see a list of EPA-registered household disinfectants here.

How to Protect Yourself
Novel Coronavirus 2019 (COVID-19)

Prevention Tips

Wash your hands often with soap and water for at least 20 seconds

Avoid touching your eyes, nose and mouth

Wear a mask or face covering
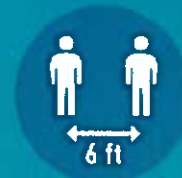
Stay away from crowded places and maintain six feet of distance from others

6 ft

Cover your cough and sneeze with a tissue, then dispose in the trash

Clean and disinfect frequently touched surfaces

Avoid close contact with people who are sick

Stay home when you are sick, except to get medical care

Know the Symptoms

- Cough
- Shortness of breath or difficulty breathing
- Fever
- Chills

- Muscle pain
- Sore throat
- New loss of taste or smell

For more information, visit spectrumhealth.org/covid19

Spectrum Health

Keeping Michigan Informed
Novel Coronavirus 2019 (COVID-19)

Wash your hands often with soap and water for at least 20 seconds.

1. WET HANDS

2. LATHER

3. SCRUB: 20 SECONDS

4. RINSE

5. DRY HANDS

Key times to wash your hands:

BEFORE
- preparing food
- eating food
- putting on a mask

AFTER
- using the toilet
- blowing nose
- coughing or sneezing
- taking off a mask
- handling pets
- touching garbage

For more information, visit spectrumhealth.org/covid19

Tips for Masks
Novel Coronavirus 2019 (COVID-19)

HOW TO WEAR, REMOVE AND STORE A MASK

Wash your hands before and after wearing a mask

Cover nose and chin fully, making sure there are no gaps

Once secure, don't touch or fidget with your mask by pulling it up and down

Take off the mask using ties or loops; don't touch your face or the front of the mask

Fold the mask in half so outside surfaces are touching

Place folded mask in a paper bag or plastic baggie

Wash or sanitize your hands after removal of mask

Launder cloth masks daily with hot water and detergent

How to Safely Wear and Take Off a Cloth Face Covering

Accessible: https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html

WEAR YOUR FACE COVERING CORRECTLY

- Wash your hands before putting on your face covering
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily
- Do not place a mask on a child younger than 2

USE THE FACE COVERING TO HELP PROTECT OTHERS

- Wear a face covering to help protect others in case you're infected but don't have symptoms
- Keep the covering on your face the entire time you're in public
- Don't put the covering around your neck or up on your forehead
- Don't touch the face covering, and, if you do, clean your hands

FOLLOW EVERYDAY HEALTH HABITS

- Stay at least 6 feet away from others
- Avoid contact with people who are sick
- Wash your hands often, with soap and water, for at least 20 seconds each time
- Use hand sanitizer if soap and water are not available
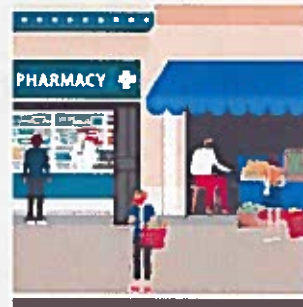
TAKE OFF YOUR CLOTH FACE COVERING CAREFULLY, WHEN YOU'RE HOME

- Untie the strings behind your head or stretch the ear loops
- Handle only by the ear loops or ties
- Fold outside corners together
- Place covering in the washing machine
- Wash your hands with soap and water

CDC

Cloth face coverings are not surgical masks or N-95 respirators, both of which should be saved for health care workers and other medical first responders.

For instructions on making a cloth face covering, see: **cdc.gov/coronavirus**

How to Remove Gloves
Novel Coronavirus 2019 (COVID-19)

If your industry standards recommend the use of disposable gloves, it is important to remove them properly to protect yourself and limit cross-contamination.

Grasp the outside of one glove at the wrist.

Peel the glove away from your body, pulling it inside out.

Hold the glove you just removed in your gloved hand.

Peel off the second glove by putting your fingers inside the glove at the top of your wrist.

Turn the second glove inside out while pulling it away from your body, leaving the first glove inside the second.

Dispose of the gloves safely. Do not reuse the gloves.

Wash your hands with soap and water for at least 20 seconds after removing gloves.

Prevent the spread of COVID-19 if you are sick

Accessible version: https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html

If you are sick with COVID-19 or think you might have COVID-19, follow the steps below to help protect other people in your home and community.

Stay home except to get medical care.

- **Stay home.** Most people with COVID-19 have mild illness and are able to recover at home without medical care. Do not leave your home, except to get medical care. Do not visit public areas.

- **Take care of yourself.** Get rest and stay hydrated.

- **Get medical care when needed.** Call your doctor before you go to their office for care. But, if you have trouble breathing or other concerning symptoms, call 911 for immediate help.

- **Avoid public transportation,** ride-sharing, or taxis.

Separate yourself from other people and pets in your home.

- **As much as possible, stay in a specific room** and away from other people and pets in your home. Also, you should use a separate bathroom, if available. If you need to be around other people or animals in or outside of the home, wear a cloth face covering.

  - See COVID-19 and Animals if you have questions about pets: https://www.cdc.gov/coronavirus/2019-ncov/faq.html#COVID19animals

Monitor your symptoms.

- **Common symptoms of COVID-19 include fever and cough.** Trouble breathing is a more serious symptom that means you should get medical attention.

- **Follow care instructions from your healthcare provider and local health department.** Your local health authorities will give instructions on checking your symptoms and reporting information.

If you develop **emergency warning signs** for COVID-19 get **medical attention immediately.**

Emergency warning signs include*:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion or not able to be woken
- Bluish lips or face

*This list is not all inclusive. Please consult your medical provider for any other symptoms that are severe or concerning to you.

Call 911 if you have a medical emergency. If you have a medical emergency and need to call 911, notify the operator that you have or think you might have, COVID-19. If possible, put on a facemask before medical help arrives.

Call ahead before visiting your doctor.

- **Call ahead.** Many medical visits for routine care are being postponed or done by phone or telemedicine.

- **If you have a medical appointment that cannot be postponed, call your doctor's office.** This will help the office protect themselves and other patients.

If you are sick, wear a cloth covering over your nose and mouth.

- **You should wear a cloth face covering over your nose and mouth** if you must be around other people or animals, including pets (even at home).

- You don't need to wear the cloth face covering if you are alone. If you can't put on a cloth face covering (because of trouble breathing for example), cover your coughs and sneezes in some other way. Try to stay at least 6 feet away from other people. This will help protect the people around you.

Note: During the COVID-19 pandemic, medical grade facemasks are reserved for healthcare workers and some first responders. You may need to make a cloth face covering using a scarf or bandana.

cdc.gov/coronavirus

Cover your coughs and sneezes.

- **Cover your mouth and nose** with a tissue when you cough or sneeze.

- **Throw used tissues** in a lined trash can.

- **Immediately wash your hands** with soap and water for at least 20 seconds. If soap and water are not available, clean your hands with an alcohol-based hand sanitizer that contains at least 60% alcohol.

Clean your hands often.

- **Wash your hands often** with soap and water for at least 20 seconds. This is especially important after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.

- **Use hand sanitizer** if soap and water are not available. Use an alcohol-based hand sanitizer with at least 60% alcohol, covering all surfaces of your hands and rubbing them together until they feel dry.

- **Soap and water are the best option**, especially if your hands are visibly dirty.

- **Avoid touching** your eyes, nose, and mouth with unwashed hands.

Avoid sharing personal household items.

- **Do not share** dishes, drinking glasses, cups, eating utensils, towels, or bedding with other people in your home.

- **Wash these items thoroughly after using them** with soap and water or put them in the dishwasher.

Clean all "high-touch" surfaces everyday.

- **Clean and disinfect** high-touch surfaces in your "sick room" and bathroom. Let someone else clean and disinfect surfaces in common areas, but not your bedroom and bathroom.

- **If a caregiver or other person needs to clean and disinfect** a sick person's bedroom or bathroom, they should do so on an as-needed basis. The caregiver/other person should wear a mask and wait as long as possible after the sick person has used the bathroom.

High-touch surfaces include phones, remote controls, counters, tabletops, doorknobs, bathroom fixtures, toilets, keyboards, tablets, and bedside tables.

- **Clean and disinfect areas that may have blood, stool, or body fluids on them.**

- **Use household cleaners and disinfectants.** Clean the area or item with soap and water or another detergent if it is dirty. Then use a household disinfectant.

  - Be sure to follow the instructions on the label to ensure safe and effective use of the product. Many products recommend keeping the surface wet for several minutes to ensure germs are killed. Many also recommend precautions such as wearing gloves and making sure you have good ventilation during use of the product.

  - Most EPA-registered household disinfectants should be effective.

How to discontinue home isolation

- **People with COVID-19 who have stayed home (home isolated)** can stop home isolation under the following conditions:

  - **If you will not have a test** to determine if you are still contagious, you can leave home after these three things have happened:

    - You have had no fever for at least 72 hours (that is three full days of no fever without the use of medicine that reduces fevers)

      AND

    - other symptoms have improved (for example, when your cough or shortness of breath has improved)

      AND

    - at least 10 days have passed since your symptoms first appeared.

  - **If you will be tested** to determine if you are still contagious, you can leave home after these three things have happened:

    - You no longer have a fever (without the use of medicine that reduces fevers)

      AND

    - other symptoms have improved (for example, when your cough or shortness of breath has improved)

      AND

    - you received two negative tests in a row, 24 hours apart. Your doctor will follow CDC guidelines.

In all cases, follow the guidance of your healthcare provider and local health department. The decision to stop home isolation should be made in consultation with your healthcare provider and state and local health departments. Local decisions depend on local circumstances.