



RETURN TO SCHOOL PLAN

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RETURN TO SCHOOL PLAN

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[Executive Order 2020-142](#), and any subsequent related order
[MI Safe Schools: Michigan's 2020-2021 Return to School Roadmap](#)
[Michigan Safe Start Plan](#), May 7, 2020
[Considerations for Schools](#) and [COVID-19 Guidance](#), generally, from the CDC
[COVID-19 Guidance](#) from the Lapeer County Health Department
[MHSAA Summer Guidance Update #1](#), June 2, 2020, Michigan High School Athletic Association

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I. INTRODUCTION

Lapeer Community Schools (“Lapeer” or the “District” or “LCS”) has developed this Return to School COVID-19 Preparedness and Response Plan (“Lapeer COVID-19 Return to School Plan”) as required by [Executive Order 2020-142](#) (and any subsequent order). This plan is informed by the [Michigan Return to School Roadmap](#) from the COVID-19 Task Force on Education and Return to School Advisory Council (the “Return to School Roadmap”). The Return to School Roadmap references additional sources, including [guidance from the Centers for Disease Control and Prevention \(the “CDC”\)](#), the [Michigan High School Athletic Association](#), and other sources.

The purpose of the LCS Return to School Plan is to describe the policies and procedures the District will follow to provide instruction to students in an environment that is safe for students, staff, parents, and visitors. Pursuant to executive order, the policies and procedures a school district must follow at any given time are dependent on the [Michigan Safe Start Plan](#) Phase of the region in which the school district is located. Lapeer is located within Region 1, which includes Lapeer County. Thus, the Lapeer Return to School Plan includes policies and procedures LCS will follow when Region 1 is in:

- Phases 1-3 of the [Michigan Safe Start Plan](#);
- Phase 4 of the [Michigan Safe Start Plan](#);
- Phase 5 of the [Michigan Safe Start Plan](#); and
- Phase 6 of the [Michigan Safe Start Plan](#).

The Return to School Roadmap developed by the COVID-19 Task Force on Education and Return to School Advisory Council is organized by phase, and then further divided into four main categories: (1) Safety; (2) Mental and Social-Emotional Wellbeing; (3) Instruction; and (4) Operations. Within these categories there may be required, strongly recommended, and/or recommended protocols. Therefore, the Lapeer COVID-19 Return to School Plan is similarly organized by phase, and further divided into the sections for each of the four main categories listed above.

As required by executive order, the Lapeer Return to School Plan addresses each subpart of the Return to School Roadmap and indicates if the District plans to exclude any protocol that is highly recommended.

This plan and policy shall be read in conjunction with [LCS Board Policy 8460 – COVID-19 Preparedness and Response Workplace Plan](#) which establishes a baseline for workplace rules and safeguards for District employees and contractors any time they are on District property, even if school is not in session or students are not present. The Lapeer COVID-19 Return to School Plan includes more specific requirements that are applicable when school is in session and students are present on District property. Where this Lapeer COVID-19 Preparedness and Response Workplace Plan includes additional, stricter, or more stringent requirements, this plan will control. The [Lapeer COVID-19 Preparedness and Response Plan](#) can be viewed on the District’s website.

II. PHASES 1-3

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During Phases 1 to 3, community spread of the virus is increasing and substantial. There is a concern about health system capacity and testing and tracing efforts may not be sufficient to control the spread of the pandemic. During Phases 1 to 3, in-person instruction, athletics, and extracurricular activities are suspended, and school buildings are closed other than for employees or contractors necessary to conduct minimum basic school operations. The Return to School Roadmap includes fewer safety protocols for Phases 1-3 because it is student-focused, and schools are closed for in-person instruction. It should be noted that the Lapeer COVID-19 Preparedness and Response Workplace Plan and Policy remains in effect.

When Region 1 is in Phase 1, 2, or 3 of the Michigan Safe Start Plan, the provisions in this section shall apply.

A. EXECUTIVE ORDER 2020-142 MINIMUM REQUIREMENTS

1. In-person instruction, athletics, after-school activities, inter-school activities, and busing are suspended.
2. School buildings are closed to all individuals except for the following:
 - a. District employees or contractors necessary to conduct minimum basic school operations consistent with this Return to School Plan, including those employers or contractors necessary to facilitate alternative modes of instruction (such as distributing materials and equipment) or to perform 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.
3. Food distribution will continue to eligible students.
4. School employees will continue to be paid and will be redeployed as needed, subject to any applicable requirements of collective bargaining agreements.
5. The District will offer alternative modes of instruction.

B. SAFETY PROTOCOLS

1. All employees, contractors, parents, and visitors, and others must comply with the [Lapeer COVID-19 Preparedness and Response Workplace Plan](#).
2. If it operates a licensed childcare during Phases 1-3, the District shall comply with emergency protocols developed by the state.

C. MENTAL & SOCIAL-EMOTIONAL WELLBEING

1. Counselors, social workers and support staff are available to provide enhanced support for mental health during this unusual time. If a student is in need of assistance, please get in touch with their Teacher, Building Principal, Dean of Students, Counselor, and/or School Social

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Worker (K-12). Support Services will be available to all students in a virtual and/or face to face option.

2. Teachers and Staff will be given the opportunity to participate in a Trauma Informed Knowledge Survey and Staff Wellness Survey to further assess the needs, resources, and implementation to support social emotional learning for students and staff.
3. Teachers and Staff will be offered professional development on social-emotional learning, trauma-informed best practices, and identification of students at risk, self-care, student and family engagement, to ensure a positive learning experience and support for all.
4. In the event of crisis, the district crisis team will implement the district crisis response plan in order to respond to crisis situations that may arise. Board Policy 5350 outlines the current district policy and procedure regarding the purpose and process for crisis management.
5. The district will provide to students, families, and staff a list of community resources available that references immediate community resources for wellness and support in Lapeer County.

D. INSTRUCTION

1. During Phases 1-3, District teachers will provide lessons and activities virtually to students daily using Google Classroom, Zoom, and Google Meet.
A detailed explanation of this online instruction plan can be viewed here: **LAPEER COMMUNITY SCHOOLS PHASE 1-3 REMOTE LEARNING PLAN.**
http://www.lapeerschools.org/UserFiles/Servers/Server_3097392/File/K-2%20Fall%20Virtual%20Plan%20PDF.pdf.
Click here for sample student schedules:
http://www.lapeerschools.org/UserFiles/Servers/Server_3097392/File/final%20sample%20schedules.pdf.
2. The Phase 1-3 Remote Learning Plan provides that online instruction provided during Phases 1-3 will provide students with the following:
 - a. Contact with their current Lapeer teacher(s) multiple times each week.
 - b. Instruction and coursework in their current LCS courses at a similar pace as traditional face-to-face instruction so as to ensure completion of an entire year of curriculum.
 - c. Teacher support with assessments, such as quizzes and tests.
 - d. Feedback, grades, and credit-bearing course for the work they submit and complete.
 - e. Intervention supports from Lapeer teachers and staff.
 - f. Special education and related services, as applicable, from Lapeer special education providers and staff.

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3. Families without access to technology will be provided opportunities to check out devices and alternate means for gaining access to virtual content. For example:
 - a. Wireless access points will be located throughout the community for students/parents who require internet access.
 - b. The District will coordinate curriculum resource distribution at each building to ensure students have access to necessary hard copy materials, and will station drop-off and pick up boxes, by grade level and department, at all school buildings for retrieving and turning in work.
 - c. The District has developed resources to assist students and parents with navigating online learning tools and will provide parents with training opportunities.
4. Families whose students receive services or supports as English Language Learners (ELL) or students with disabilities under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act will be contacted by the student's case manager and/or service provider to discuss accessing services and support opportunities for students individually or in small groups.
5. Recognizing that all strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings, the District will implement, as appropriate and to the extent feasible given limitations of space, resources, and other conditions, all other strongly recommended and recommended protocols addressing instruction during Phases 1-3.

E. OPERATIONS

1. Audit necessary materials and supply chain for cleaning and disinfection supplies.
2. Continue to maintain schools in good working order to prepare for the subsequent return of students.
3. Custodial staff are recommended to wear surgical masks when performing cleaning duties.
4. Survey families to collect information about the numbers, types and condition of devices used in their homes to support remote learning.
5. Designate a single point of contact in each school to plan and communicate with district technology teams.
6. Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan.
7. Based on instructional programming, provide instructional resources and materials to staff and students as feasible.

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8. Ensure a plan for nutrition services and student meals is in place and provide a list of alternative meal options to families.
9. Solidify food service processes, device distribution, delivery sites, and communication plans as necessary.

III. PHASE 4

During Phase 4, the number of new cases and deaths has fallen for a period of time, but overall case levels are still high. Most new outbreaks are quickly identified, traced, and contained due to robust teaching infrastructure and rapid contact tracing, and health system capacity can typically handle these new outbreaks. However, the overall number of infected individuals still indicate the need for distancing to stop transmission and move to the next phase.

When Region 1 is in Phase 4 of the Michigan Safe Start Plan, the provisions in this section shall apply.

A. EXECUTIVE ORDER 2020-142 MINIMUM REQUIREMENTS

1. The following individuals shall wear face coverings, except during meals and unless face coverings cannot be medically tolerated, or the individual is incapacitated or unable to remove the facial covering without assistance:
 - a. All staff and all students in grades pre-K and up when on a school bus.
 - b. All staff and all students in grades pre-K and up when in indoor hallways and common areas.
 - c. All staff when in classrooms.
 - d. All students in grades Pre-K and up when in classrooms.
2. All indoor assemblies that bring together students from more than one classroom are prohibited.
3. Incorporate the Return to School Roadmap's required protocols governing hygiene, cleaning, athletics, screening, testing protocols, busing and student transportation.

B. SAFETY PROTOCOLS

1. Personal Protection Equipment

- a. Requirements 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.
- b. Building, grounds, and transportation signage will be prominent throughout all school facilities and clearly identify face mask requirements.

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- c. Face coverings will be provided to any student and staff member as needed.
- d. Individuals (staff or students) who claim a medical exemption will need to provide medical documentation to substantiate the claim.
 - i. Medical documentation from staff members is to be submitted to the Human Resource Department.
 - ii. Medical documentation for students is to be submitted to the main school office. (Begins Aug. 15 and continues throughout the school year).
- e. 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 aid, etc.) and asked to put the face covering on.
 - i. Students showing patterns of non-compliance, or refusal to produce medical documentation, will be handled as a violation of the student code of conduct on insubordination.
 - ii. Students who continue to violate the requirement, may be placed into a virtual learning setting per the District's discretion and/or discipline process (per FAQs to EO 2020-142). Parents will be notified by administration of persistent non-compliance.
- f. Guests to the school building (presenters, substitute teachers, etc.) will be issued a disposable face covering upon signing in at the main office (unless they have their own) 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 school safety officer or building administrator.
- g. In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.

2. Hygiene

- a. The District shall provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
 - i. Hand sanitizer stations are located throughout District classrooms and building common areas.
 - ii. The District will systematically and frequently check and refill soap, hand sanitizer, paper towels, and tissues, where applicable.
- b. The District shall teach and reinforce handwashing techniques with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- c. The sharing of personal items and supplies such as writing utensils will be limited.

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- d. To the extent possible, students in grades 6-12 will keep their school supplies separate and in individually labeled cubbies, containers, or lockers.
- e. Use of classroom materials will be limited to small groups and to the extent possible disinfected between uses.

3. Cleaning

- a. Frequently touched surfaces including light switches, doors, benches, bathrooms, shall be cleaned at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- b. Libraries, computer labs, arts, and other hands-on classrooms shall be cleaned after every class period with either an EPA-approved disinfectant or diluted bleach solution.
 - i. The District will identify the feasibility of specials and other hands-on classes coming to the classrooms of students in grades preK-5.
- c. Student desks shall be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- d. Playground structures shall continue to undergo normal routine cleaning but using an EPA-approved disinfectant is unnecessary.
- e. Cleaning and disinfection products shall be used and stored safely and correctly; storage shall be securely away from children and usage shall be with adequate ventilation.
 - i. Staff will receive direction in the proper use and storage of these products prior to the beginning of school.
- f. Staff shall wear gloves, surgical mask, and face shield when performing all cleaning activities.
 - i. At the preK-5 levels, building staff will be utilized to clean and sanitize classrooms and high frequency touch areas throughout the day including during transition times such as recess, lunch, specials, etc.
 - ii. At the 6-12 level, building staff will be cleaning desk surfaces and high frequency touch areas between class periods as students transition from class to class.

4. Athletics

- a. The District shall comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).

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- b. 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.
 - i. Hand sanitization stations will be available at every athletic facility.
 - ii. Staff members will ensure proper hand sanitization occurs before and after practice.
 - iii. Individuals must wash their hands for a minimum of 20 seconds with warm water and soap or hand sanitizer before touching any surfaces or participating in workouts.
- c. All equipment shall be disinfected before and after use.
- d. If school transportation is provided for inter-school competitions, facial coverings shall be worn by all riders and buses shall be cleaned/disinfected before and after every use, as detailed in Section III(B)(6), below.
- e. Spectators must wear facial coverings and maintain six feet of social distancing from people who are not part of the same household.
- f. Each participant shall use a clearly marked water bottle for individual use; there shall be no sharing of this equipment.
 - i. Each student must bring his or her own towel and clothing; towels and clothing must not be shared.
- g. There shall be no handshakes, fist bumps, or other unnecessary contact.
- h. Indoor weight rooms that require use of shared equipment are closed and physical conditioning activities that require use of shared equipment are suspended.
- i. Outdoor physical conditioning activities are permitted provided all participants maintain six feet of social distancing.
- j. Large scale indoor spectator events are suspended.
- k. Large scale outdoor spectator or stadium events are limited to 100 people.
- l. All students will be screened for signs/symptoms of COVID-19, including with a temperature check, prior to participating in athletic conditioning, practices, or events.
 - i. Students shall create a user account with the MI Symptoms application (misymptomapp.state.mi.us/login). Upon arrival at an athletic facility, students will be required to show a “Green Go” from the misymptoms app in order to enter the facility. Students without access to electronics must complete a paper questionnaire upon arrival. District staff will be stationed at entrances/exits to review all screening

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results and take temperatures. Any person with positive symptoms reported will not be allowed to participate, and will be told to self-isolate, and contact their primary care provider or other health-care professional. Anyone with a temperature of greater than 100.4 degrees will not participate and will be sent home. The local health department will be contacted if positive cases of COVID-19 are discovered.

- ii. Self-screening for staff will be conducted pursuant to the Lapeer COVID-19 Preparedness and Response Workplace Plan.
- m. State, local or school district guidelines for face coverings will be followed. Athletes and coaches will be required to wear face coverings when unable to appropriately social distance outside unless wearing a face covering would interfere with that activity.

5. Screening

- a. The District, through District communication, guidelines, and plans, has and will continue to expect parents to take their student's temperature each morning before sending their child to school. Students with even a slightly elevated temperature (higher than 100.4 degrees) will be expected to stay home from school and seek guidance from their healthcare provider. The District will provide a screening tool for reference.
- b. Each school building will identify a remote and secluded room to serve as an isolation area. This room will be outfitted with the appropriate personal protection equipment.
- c. From the time of identification of potential infection, the student will not be left unattended by the Worksite Supervisor or his/her designee until the student or staff member is safely removed from the building.
- d. 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.
- e. The Administrative Assistant to the Superintendent (the Office of the Superintendent) will contact the student/family with written documentation from the Office of Superintendent with CDC and health department guidelines for return. The student's family is required to communicate with the Office of Superintendent prior to returning to school.
- f. During the time of quarantine, the student will be asked to 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 or more.
- g. The Lapeer County Health Department will be contacted after parents have been contacted to assist in contact tracing and notification of vulnerable individuals.
- h. Symptomatic students sent home from school will be kept home until they have tested negative or have completely recovered according to CDC guidelines.

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- i. Any student or staff that has any principal symptoms of COVID-19 (fever, atypical cough, atypical shortness of breath) will be asked to stay home and self-monitor for 14 days. They will also be strongly encouraged to contact their physician and get a COVID-19 test.
- j. All school staff will be required to conduct a health safety self-assessment at home prior to coming to work and verifying through a web-based application that they are safe to work.
- k. Staff who are unable to work due to displaying COVID-19 symptoms will be required to report this to the district immediately. Human Resources will monitor this form daily 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.
- l. Positive tests for staff members will result in a required quarantine away from school for 10 days from positive test date AND 24 hours symptom-free including no fever without the use of medication.

6. Testing

- a. If the District determines that a student or staff member has a confirmed case of COVID-19, it shall cooperate with the Lapeer County Health Department.
 - i. The District shall 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 on District property.
- b. The District will cooperate with the Lapeer County Health Department regarding the implementation of protocols for testing students and staff with a positive case of COVID-19. School staff will monitor students and if a student is showing symptoms of illness the student will be sent to the office and isolated until the parent can pick up the student and take them home. Staff and students identified as having a confirmed case will not be allowed on district property and will be required to comply with the health department guidance or protocols.

7. Busing/Student Transportation

- a. All individuals shall use hand sanitizer before entering the bus; hand sanitizer shall be supplied on the bus.
- b. The bus driver, staff, and all students in grades preK-12, if medically feasible, shall 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 will be made on a case-by-case basis with local public health officials.
- c. Transportation vehicles shall be cleaned and disinfected before and after every transit route; children shall not be present when a vehicle is being cleaned.

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- d. 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) shall be cleaned and disinfected prior to morning routes and prior to afternoon routes.
 - e. Equipment, including items such as car seats, wheelchairs, walkers, and adaptive equipment, being transported to schools daily shall be cleaned, sanitized, and disinfected.
 - f. If a student becomes sick during the day, they may not use district transportation to return home.
 - i. Alternative transportation will be arranged between the District and parents.
 - g. If a driver becomes sick during the day, he or she may not return to drive students and instead must notify his immediate supervisor and comply with applicable provisions of the [Lapeer COVID-19 Preparedness and Response Workplace Plan](#).
 - h. Weather permitting and when appropriate, vehicle windows will be kept open to increase air circulation.
 - i. Weather permitting and when appropriate, doors and windows will be opened when cleaning school vehicles and in between trips to allow the vehicle to thoroughly air out.
8. Recognizing that all strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings, the District will implement, as appropriate and to the extent feasible given limitations of space, resources, and other conditions, all other strongly recommended and recommended protocols addressing safety during Phase 4.

C. MENTAL & SOCIAL-EMOTIONAL WELLBEING

1. Counselors, social workers and support staff are available to provide enhanced support for mental health during this unusual time. If a student is in need of assistance, please get in touch with their Teacher, Building Principal, Dean of Students, Counselor, and/or School Social Worker (preK-12). Support Services will be available to all students in a virtual and/or face to face option.
2. Teachers and Staff will be given the opportunity to participate in a Trauma Informed Knowledge Survey and Staff Wellness Survey to further assess the needs, resources, and implementation to support social emotional learning for students and staff.
3. Teachers and Staff will be offered professional development on social-emotional learning, trauma-informed best practices, and identification of students at risk, self-care, student and family engagement, to ensure a positive learning experience and support for all.
4. In the event of a crisis, the district crisis team will implement the district crisis response plan in order to respond to crisis situations that may arise. Board Policy 5350 outlines the current district policy and procedure regarding the purpose and process for crisis management.

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5. The district will provide to students, families, and staff a list of community resources available that references immediate community resources for wellness and support in Lapeer County.
6. Recognizing that all strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings, the District will implement, as appropriate and to the extent feasible given limitations of space, resources, and other conditions, all other strongly recommended and recommended protocols addressing instruction during Phases 1-3.

D. INSTRUCTION

1. The District will provide students in grade preK-12 with in-person instruction. In the alternative, students have the option of enrolling in the District's virtual program, which provides online instruction in all courses and the opportunity to meet in person with District teachers for additional support.
2. Set an instructional vision that ensures that:
 - a. Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
 - b. Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
 - c. Every students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
3. Secure supports for students who are transitioning to postsecondary.
4. Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards.
 - a. Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
5. 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.
 - a. Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services and CTE.
 - b. 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.

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6. Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
7. Remain connected with MDE about policies and guidance.
8. 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.
9. 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
 - a. Expectations around their child's return to school;
 - b. Clear information about schedules and configurations, if hybrid;
 - c. Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
 - d. Plans for each of the different school opening scenarios.
10. Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with:
 - a. Training about how to access and use the school's chosen digital systems and tools;
 - b. Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
 - c. Opportunities to build their digital literacy; and
 - d. Strategies to support their child's learning at home.
11. Provide adequate time for schools and educators to engage in:
 - a. Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
 - b. 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;
 - c. Identify students who potentially need additional support; and
 - d. Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
12. Create a plan for professional learning and training, with goals to:

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- a. Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
 - b. Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
 - c. Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.
13. Ensure that every student:
- a. Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning;
 - b. Is assessed to determine student readiness to engage in grade-level content; and
 - c. Is offered scaffolds and supports to meet their diverse academic and social-emotional needs.
14. 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.
15. Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
16. 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.
17. Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
18. 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.
19. 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.
20. 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.
21. Recognizing that all strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings, the District will implement, as appropriate and to the extent feasible given limitations of space, resources, and other conditions, all other strongly recommended and recommended protocols addressing instruction during Phase 4.

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E. OPERATIONS

1. Signs will be posted to outline proper hand-washing techniques and hygiene.
2. Recognizing that all strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings, the District will implement, as appropriate and to the extent feasible given limitations of space, resources, and other conditions, all other strongly recommended and recommended protocols addressing operations during Phase 4.

IV. PHASE 5

During Phase 5, new cases and deaths from the virus continue to decrease for an additional period of time and the number of active cases has reached a point where infection from other members of the community is less common. With widespread testing, positivity rates are generally much lower than earlier phases and rapid case investigation, contact tracing, and containment strategies cause new cases to continue to fall. During Phase 5, schools are open for in-person instruction. There are fewer strongly recommended and recommended protocols.

When Region 1 is in Phase 5 of the Michigan Safe Start Plan, the provisions in this section shall apply.

A. SAFETY PROTOCOLS

1. The District custodial staff will keep all bathrooms stocked with soap, paper towel and hand sanitizer. Students will be expected to wash their hands thoroughly with soap and water for at least 20 seconds anytime they use the restroom.
2. Signs on proper hand washing and overall hygiene will continue to be visible in buildings.
3. The District custodial staff will systematically and frequently check and refill the already provided hand sanitizer (containing at least 60% alcohol) stations throughout district classrooms and common areas, as well as provide paper towels and tissues in appropriate areas.
4. Teachers will continue to be expected to ensure students are utilizing hand sanitizer throughout the day. Students will also be required to use hand sanitizer as they board buses.
5. The sharing of personal items and supplies such as writing utensils will continue to be limited. To the extent possible, students in grades preK-12 will keep their personal items separate and in individually labeled cubbies, containers, or lockers. Use of classroom materials will be limited to small groups and to the extent possible disinfected between use.
6. In classrooms, teachers will continue to space students as far apart as feasible. As feasible, teachers will arrange all desks facing the same direction toward the front of the classroom.
7. Teachers will maintain six feet of spacing between themselves and students as much as possible.
8. Signage will remain posted to indicate proper social distancing. Signs will remain posted on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.

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9. Protective shields that have been installed will remain in building offices.
10. As feasible, frequently touched surfaces including light switches, doors, benches, bathrooms, will undergo cleaning with either an EPA-approved disinfectant or diluted bleach solution.
11. As feasible, libraries, computer labs, arts, and other hands-on classrooms will undergo cleaning with either an EPA-approved disinfectant or diluted bleach solution.
12. Daily, student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution.
13. The District will continue to 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.
14. The District will continue to follow the MHSAA guidelines for athletics.
15. The District will continue to expect parents to take their student's temperature each morning before sending their child to school. The expectation will remain that students with even an elevated temperature (higher than 100.4 degrees) should not be sent to school.
16. Staff will continue to complete a health screening survey and provide assurance that their responses to the health survey have not changed when signing into the building each day.
17. Staff will continue to be expected to self-monitor, including daily temperature checks before coming to work. Any staff showing any symptoms of COVID-19 are NOT to report to work and notify their immediate supervisor.
18. Any student or staff that has any symptoms of COVID-19 will still be asked to stay home and self-monitor for two weeks. They will also be strongly encouraged to contact their physician and get a COVID-19 test.
19. The District will continue to cooperate with the Lapeer County Health Department regarding the implementation of protocols for testing students and staff with a positive case of COVID-19. School staff will monitor students and if a student is showing symptoms of illness the student will be sent to the office and isolated until the parent can pick up the student and take them home. Staff and students identified as having a confirmed case will not be allowed on district property and be required to comply with the health department guidelines for returning to work/school.
20. Students will continue to be provided with and required to use hand sanitizer when boarding the bus. Daily, buses will continue to be cleaned and disinfected after the last run and as feasible, frequently touched surfaces will be cleaned and disinfected. While cleaning the vehicle, between runs, and weather permitting while the vehicle is in motion, doors and windows will be kept open to increase air circulation.
21. For students that become sick, students will still not be allowed to use district transportation, alternative transportation will be arranged between the District and parents.

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22. Serving and cafeteria staff will use barrier protection including gloves and masks. (They will not be required to wear a face shield.)
23. Recognizing that all strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings, the District will implement, as appropriate and to the extent feasible given limitations of space, resources, and other conditions, all other strongly recommended and recommended protocols addressing safety during Phase 5.

B. MENTAL & SOCIAL-EMOTIONAL WELLBEING

1. Counselors, social workers and support staff are available to provide enhanced support for mental health during this unusual time. If a student is in need of assistance, please get in touch with their Teacher, Building Principal, Dean of Students, Counselor, and/or School Social Worker (preK-12). Support Services will be available to all students in a virtual and/or face to face option.
2. Teachers and Staff will be given the opportunity to participate in a Trauma Informed Knowledge Survey and Staff Wellness Survey to further assess the needs, resources, and implementation to support social emotional learning for students and staff.
3. Teachers and Staff will be offered professional development on social-emotional learning, trauma-informed best practices, and identification of students at risk, self-care, student and family engagement, to ensure a positive learning experience and support for all.
4. In the event of crisis, the district crisis team will implement the district crisis response plan in order to respond to crisis situations that may arise. Board Policy 5350 outlines the current district policy and procedure regarding the purpose and process for crisis management.
5. The district will provide to students, families, and staff a list of community resources available that references immediate community resources for wellness and support in Lapeer County.
6. Recognizing that all strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings, the District will implement, as appropriate and to the extent feasible given limitations of space, resources, and other conditions, all other strongly recommended and recommended protocols addressing instruction during Phases 1-3.

C. INSTRUCTION

1. The District will offer multiple instructional models for the 2020-21 school year whether we are in phase 4, 5, or 6. The District will provide devices, Chromebooks, to any family in need of a device and assist families in acquiring internet connectivity when needed.
2. Set an instructional vision that ensures that:

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- a. Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
 - b. Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
 - c. Every students' academic and social- emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
3. Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards.
 - a. Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
4. 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.
 - a. Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
 - b. 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.
5. Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
6. Remain connected with MDE about policies and guidance.
7. 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.
8. Secure supports for students who are transitioning to postsecondary.
9. 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:
 - a. Expectations around their child's return to school;
 - b. Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
 - c. Plans for each of the different school opening scenarios.

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10. Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with:
 - a. Training about how to access and use the school's chosen digital systems and tools;
 - b. Opportunities to build their digital literacy; and
 - c. Strategies to support their child's learning at home.
11. Provide adequate time for schools and educators to engage in:
 - a. Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
 - b. 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;
 - c. Identify students who potentially need additional support; and
 - d. Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
12. Create a plan for professional learning and training, with goals to:
 - a. Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
 - b. Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
 - c. Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.
13. Ensure that every student:
 - a. Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning;
 - b. Is assessed to determine student readiness to engage in grade-level content; and
 - c. Is offered scaffolds and supports to meet their diverse academic and social-emotional needs.
14. 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.

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15. Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
16. 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.
17. Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
18. 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.
19. 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.
20. 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.
21. Recognizing that all strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings, the District will implement, as appropriate and to the extent feasible given limitations of space, resources, and other conditions, all other strongly recommended and recommended protocols addressing instruction during Phase 5.

D. OPERATIONS

1. Audit necessary materials and supply chain for cleaning and disinfection supplies.
2. Custodial staff should continue deep cleaning over the summer.
3. Air filters should be changed regularly.
4. Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.
5. 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.
6. Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low-income students, and students with special needs.
7. Procure level-1 surgical masks for cleaning and janitorial staff.

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8. Recognizing that all strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings, the District will implement, as appropriate and to the extent feasible given limitations of space, resources, and other conditions, all other strongly recommended and recommended protocols addressing operations during Phase 5.

V. PHASE 6

Regions move into Phase 6 post-pandemic, when there are few, if any, active COVID-19 cases locally and community spread is not expected to return. During Phase 6, there is sufficient community immunity and availability of treatment. During Phase 6, schools are open for in-person instruction. There are fewer strongly recommended and recommended protocols.

When Region 1 is in Phase 6 of the Michigan Safe Start Plan, the provisions in this section shall apply.

A. SAFETY PROTOCOLS

1. In the event of a lab or clinically diagnosed case of COVID-19 among staff or a student, the classroom or areas exposed shall be immediately closed until cleaning and disinfection can be performed.
2. Recognizing that all strongly recommended and recommended protocols and actions will not be appropriate or feasible in all settings, the District will implement, as appropriate and to the extent feasible given limitations of space, resources, and other conditions, all other strongly recommended and recommended protocols addressing safety during Phase 6.

VI. REFERENCES

[Executive Order 2020-142](#), and any subsequent related order

[MI Safe Schools: Michigan's 2020-2021 Return to School Roadmap](#)

[Michigan Safe Start Plan](#), May 7, 2020

[Considerations for Schools](#) and [COVID-19 Guidance](#), generally, from the CDC

COVID-19 Return to School Toolkit from the Lapeer County Health Department

[MHSAA Summer Guidance Update #1](#), June 2, 2020, Michigan High School Athletic Association