FLINT COMMUNITY SCHOOLS

2020-2021
FCS Safe Return and Recovery Plan
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Joint letter from FCS Superintendent and Board President

To the Flint Community Schools family—

We would like to thank our students, families, staff and community partners for their continued support and understanding as we, as a nation and community, continue to respond to the unexpected invasion of COVID-19. We are very proud of the way our school community has handled the demands we were faced with in order to educate and nourish our students during the most unusual of circumstances.

As you know, there continue to be concerns and questions related to how the schools plan to reopen in August. While we are in the business of educating, our first priority is the safety of our students, parents, staff and community partners. During this time, we have been working diligently to develop our Flint Community Schools 2020-2021 Return to School Plan.

As we plan for the fall, we plan for the great unknown. We cannot predict whether—or when—there will be another wave of COVID-19, or how continued social and political unrest will impact our lives. However, we must plan for all possible scenarios.

It is the vision of the Flint Community Schools District Reopening Committee to ensure a safe reopening of Flint Community Schools, designed to protect the health and well-being of our school community while maintaining a commitment to excellence in academics, transparent communications and a whole child approach to education.

We have been called on to rethink public education as we know it. To do so, we brought together administrators, teachers, staff, community partners, Board of Education members, union representatives and parents to develop the plan contained in the following pages. We assembled committees focused on wellness, instruction and postsecondary, technology, governance and communications, operations and facilities. We gathered input through surveys issued to parents, teachers, staff and students to ensure this plan is aligned with their goals and desires. We welcome your continued feedback as this process moves forward.

Our Flint Community Schools Reopening Plan was designed to be nimble. It will be responsive to the changing environment and will ensure we are able to put the health and safety of our school community first. Just as we ask our students to learn, grow and adapt, we will too. We have learned a great deal in these last several months, and we commit to continuing to do so as we implement this plan. We can and must expect the unexpected.

It is our belief that this plan will guide the continued academic, social and emotional growth of our students while maintaining, first and foremost, our commitment to safety and well-being. We are deeply grateful to all those who informed the development of this plan, and to our school community for its continued partnership.

Sincerely,

Anita Steward
SUPERINTENDENT

Casey Lester
BOARD OF EDUCATION, 2020 PRESIDENT
Vision and Guiding Principles

“A safe reopening of Flint Community Schools, designed to protect the health and well-being of our school community while maintaining a commitment to excellence in academics, transparent communications and a whole child approach to education”.

These are the principles that should guide all planning, decision-making, and execution of the work of returning to school in FCS:

We will put safety first. We will leverage science, data, and public health leadership to inform the choices we make.

We will listen. We will bring together diverse stakeholders and experts to understand the realities of the current environment and identify creative solutions.

We will be transparent. We will share what we know and what we have yet to discover. We will be clear about what we can control and what is outside of our control.

We will be equitable. We will center decisions on what is best for all students, families, and educators, especially those most impacted by educational inequities and COVID-19 using a whole child approach.

We will be decisive. Given the size and scope of the challenge, we must move deliberately and make tough choices. We will make mistakes, and we will adapt quickly as variables in the environment change.

Adapted from: Nashville Plan: Framework for a Safe Efficient and Equitable Return to School
Flint Community Schools is grateful to our partners for the consultation, guidance, and collaboration involved in the creation of this document. Thank you for your help encouraging innovation, improving equity, and strengthening the relationship between educators, schools, parents, and community partners. On behalf of Superintendent Steward, it is an honor to have worked with such a diverse team to bring to life the work that lies ahead. Most importantly, thank you for providing guidance for safely reopening schools for our students and staff.

Flint Community Schools’ Board of Education

President Mr. Casey Lester
Vice President Mrs. Diana Wright
Secretary Mrs. Betty Ramsdell
Treasurer Ms. Danielle Green
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Trustee Ms. Vera Perry
Trustee Mr. Blake Strozier
Superintendent Mrs. Anita Steward

Governance & Communication

Co-Chairs:
Anita Steward—Superintendent
Monaca Wood—Executive Assistant to Superintendent & Board of Education

Committee Members:
Carrie Sekelsky—Executive Director of Finance
Cassandra Washington—Executive Director of Human Resources
Polly Siecinski—Executive Director of District Accountability & School Performance
Keiona Murphy—Director of State, Federal & Local Programs
Clare Liening—Lambert/PR Firm
Bridgett Jones—Title 1 Communication Liaison
Diana Wright—FCS Board Vice President
Pamela Beard—Administrative Assistant to Assistant Superintendent
Jo Ann Andrees, Ed. D.—MSU Department of Education, Senior Outreach Specialist K-12 Outreach
Bryan Beverly, Ph. D.—MSU Department of Education, Director of K-12 Outreach
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Todd Barlass—Multi-Tiered Systems of Support (MTSS) Coordinator

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Davida Pace—MTSS Elementary Social Worker
Erika York—MTSS Secondary Social Worker
Laura Taylor—MTSS Elementary Social Worker
Koaster Brim—LMSW
Nanette Nutter—RN
Ernest Steward—Director of Student and Family Services
Kerry Downs—Crim
Tari Jones—YouthQuest
Summer Griesinger—Learning Support Services
Connie Portice Brown—Elementary Principal
Kelly Fields—Secondary Principal
Latausha Wilson—Early Childhood Coordinator

**Instruction/Postsecondary**

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Melinda Carroll—Director of Learning Support Services (LSS)

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Kelly Fields—Secondary Principal
Delynn Smith—Curriculum Development Specialist (ELA & Social Studies)
Stephanie Elder—Curriculum Development Specialist (Math & Science)
Pam Mosher—Supervisor of Early Literacy & Numeracy
Cynthia Bell—SIG Coordinator and Academic Engagement Officer
Latrice Manns—District Instructional Specialist
Joshua Brownfield—Middle School Teacher
Joseph Lajewski—High School Teacher
Maria Williams—Elementary Teacher
Cheryl Henige—Elementary Teacher
Michelle O’Keefe—Elementary Teacher
Crystal Dias—Elementary Teacher
Facilities

Co-Chairs:
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Rachael Renaud- Administrative Assistant, Office of District Accountability & School Performance and Office of Operations and Ancillary Services

Committee Members:
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Jamie Foster- Athletic Director
Eileen Tomasi- BSN, RN, Coordinator of Health Services
Ray Gatica- CSM Services
Michael Williams- Sodexo Food Service
Casey Lester- FCS Board President
Blake Strozier- FCS Board Trustee
Gretchen Shafer- Elementary Principal
Ayunna Dompreh- Deputy Director of Finance
Ramon Harris- First Student Transportation

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Ernest Steward- Director of Student and Family Services

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Latausha Wilson- Early Childhood Coordinator
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Mike Maienbrook- Community Services Director
Jorgina Rubin- Human Resources Manager
Debbie Sippell- Benefit Manager Human Resources
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Carmella Johnson- SEIU/Paraprofessionals
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Pam Miller—Family Engagement Coordinator, Office of State, Federal and Local Programs
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Kathy Roberts—Family Engagement Facilitator, Doyle Ryder Elementary
Christopher Ochodnicky—Secondary Principal
Donald Purvis—System Administrator, Vartek Services, Inc.
Lissa Triplett—Title I Parent Advisory Board News Editor, Doyle-Ryder Elementary Parent
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Patty Trelstad—MSU Department of Education, Outreach Specialist K-12 Outreach
Charles S. Mott Foundation
Crim Fitness Foundation (Community Education)
CSM (Custodial & Maintenance)
First Student (Transportation)
Gwendolyn Reyes, M.D., FCS Medical Director and Pediatric Residency Director, Hurley Medical Center
Genesee County Health Department
Genesee Intermediate School District
Sodexo-Magic (Food Service)
Vartek (Technology)
Flint & Genesee Chamber of Commerce/YouthQuest (After school activities)
Introduction and Timeline

Flint Community Schools (FCS) began its planning process for the 2020-2021 school year shortly after classes ended abruptly in mid-March in response to a world-wide COVID-19 pandemic. Since then, the FCS staff has methodically followed Opportunity Lab’s “Return to School Roadmap”, titled, “Where Public Education and Public Health Meet.” The district’s own vision and guiding principles played a critical role, as well, in creating a school reopening model that we believe is best for FCS.

Mid-March 2020 when schools closed through May 2020

Department administrators and other central office staff begin work during weekly cabinet meetings to prepare for the reopening of schools in the fall. During April and May surveys were designed to collect data to make informed decisions; policy changes were being reconsidered; inventorying and pricing protective equipment became a priority; reviewing hiring and recruitment needs were determined; accessing technology status and preparing for purchases after inventories were analyzed; meeting with vendors to review plans such as transportation; custodial services; and food service were to considered to inform district’s practices; staff began the enrollment process while working with health services to write and rewrite plans and teams continued reviewing learning models that are in the best interest of Flint community.

June 1, 2020

The Governance committee was assembled by the superintendent and is composed of cabinet members, a school board representative and Michigan State University staff from the Office of K-12 Outreach in the College of Education.

On that day, six members of the superintendent’s cabinet were appointed to serve as chairs and co-chairs of the remaining six (6) sub-committees as those working groups are organized. After the meeting to organize the new sub-committees, each of the newly named sub-committee chairs recruited subcommittee members. Sub-committees met weekly via Zoom.
Weekly Meetings in June
Throughout June, each subcommittee met weekly via Zoom to accomplish its share of the planning for reopening schools and consists of a diverse group of stakeholders. The charge from the superintendent and Governance committee mirrors the level of responsibility assumed by the Governor as described in the executive order termed *MI Safe Schools: Michigan 2020-21 Return to School Roadmap*. The six subcommittee chairs use the procedures indicated in *Return to School Roadmap*, an Opportunity Labs Initiative, to facilitate planning.

With six sub-committees meeting weekly and following the protocols outlined in the Roadmap, the Governance committee continued to assume its responsibilities as defined in the Governor’s report presented on June 30, 2020.

All committees that have contributed to the development of this document will continue to operate even after “Schools Are Open and Operating”.

The FCS Planning Committee used the “Where Public Education and Public Health Meet” plan from the *Return to School Roadmap* as the basis for its reopening plan. This roadmap of essential actions is presented on a website designed to assist all schools. Its stated purpose is “to help district and school leaders execute a safe, efficient, and equitable return to school. Led by its superintendent, Anita J. Steward, FCS’s planning committee created seven sub-committees that closely corresponded to the seven areas of focus described on the roadmap’s website:
1. Governance
2. Facilities
3. Finance
4. Instruction/Postsecondary
5. School Operations
6. Technology
7. Wellness
The Governance Committee, operating under the leadership of the superintendent, began the work and organized all seven subcommittees to perform specific tasks. Assigned to the committees were central office administrators, clerical staff, school board members, parents, principals, nurses, food service vendors, transportation employees, and community partners.

Each subcommittee organized its work by following steps outlined on the Return to School Roadmap website and intended to answer three questions:

1. What will we do first?
2. What will we do before school opens?
3. What will we do when schools are open and operating?

The upcoming school year may include short-term interruptions to school schedules as the district attempts to manage the presence of COVID-19 in our community. Therefore, considering alternative measures for managing the day-to-day operations of schools is imperative and justifies the intensive planning needed to minimize disruptions to learning while ensuring compliance with public health procedures.
What This Roadmap Is...

- Based on Evidence and Expertise
  - The roadmap is informed by evidence-based public health and education emergency operations planning best practices

- Comprised of the essential actions designed to spur thinking, planning and prioritization
  - Despite limited time and resources, choosing to use the roadmap is likely the most impactful strategy a district or school leader can employ to plan a successful return to school.

- Part of a continuum of school decision making
  - The roadmap stands as a fluid document that will change and grow based on local trends and statewide data.

- Designed to endure beyond COVID-19
  - This roadmap recommends actions that, while essential now, also provide blueprints for how to manage crises in the future.

- A companion to traditional school opening procedures and public health agency guidance. (Return to School Roadmap, Opportunity Lab)
  - Its utility as a planning tool has implications beyond those exposed by catastrophes, confirming its value as a device to ensure efficient planning during less turbulent contexts.

How Should the MI Safe Schools Roadmap Be Used?

- Local education leaders should use this Roadmap to understand what safety protocols must be implemented, and to develop detailed district and building-level plans for how to implement the required safety protocols described in the Roadmap.
- Families, students, and community stakeholders should use the Roadmap to understand what safety protocols will be in place when students return to school for in-person instruction.
Michigan Context

As is the case throughout the country, decisions about reentry and reopening are highly dependent on state and local policies, orders, and guidance. In Michigan, Governor Whitmer has indicated that she is committed to reopening schools and has established a Return to Learn Advisory Council to generate advice on how to open schools safely, equitably, and efficiently. Because there is a deep commitment to reopen schools, the district will closely track the recommendations released by the council along with any upcoming executive orders and will make any necessary adjustments or changes to our plans.

What Are School Opening Scenarios for Fall 2020?

The *MI Safe Schools: Michigan’s 2020-21 Return to School Roadmap* provided school opening scenarios for fall 2020. The work described in this document will follow the guidelines laid out by this plan.

Depending on the status of schools, there are four possible scenarios for school opening in fall 2020:
1. Schools open for in-person instruction with minimal required safety protocols (MI Safe Start Phase 6).
2. Schools open for in-person instruction with moderate required safety protocols (MI Safe Start Phase 5).
3. Schools open for in-person instruction with more stringent required safety protocols (MI Safe Start Phase 4).
4. Schools do not open for in-person instruction and instruction is provided remotely (MI Safe Start Phases 1-3).
What are school opening scenarios for Fall 2020?

Depending on the status of MI Safe Schools, there are three scenarios for school opening in Fall 2020:

- **MI Safe Start PHASE 6**: Schools open for in-person instruction with minimal required safety protocols
- **MI Safe Start PHASE 5**: Schools open for in-person instruction with moderate required safety protocols
- **MI Safe Start PHASE 4**: Schools open for in-person instruction with more stringent required safety protocols
- **MI Safe Start PHASE 1-3**: Schools not open for in-person instruction with more stringent required safety protocols
Based on the evidence detailed above, three possible pandemic scenarios could play out over the next 18-24 months and should be considered. These graphs are for illustrative purposes only. They are not actual projections of how the virus will unfold relative to dates.

- **Peaks and Valleys**: The first wave of COVID-19 occurring in Spring 2020 is a representative wave with several follow-on outbreaks of similar scale and duration.

- **Fall Peak**: The first Spring 2020 wave of COVID-19 is a smaller wave with the second, more severe wave in Fall 2020 following afterward.

- **Slow Burn**: The first wave in Spring 2020 is the most severe wave, but the outbreak continues on a slow burn in the population at a low or moderate level.
Each of these scenarios includes waves that will vary by geographic location and require periodic mitigation measures when subsequent peaks develop. The duration of the peaks, or how long a local outbreak lasts, will depend on the number of persons affected and how quickly the R0 (Basic Reproductive Number: Abbreviated “R0”, and pronounced “R naught”, refers to the number of new infections resulting from a single infected person. This term is also used interchangeably with the term “viral transmissibility”) can be reduced to 1 or less in the population. Reducing the R0 can only be achieved through early case identification, isolation of affected individuals, and isolation of affected contacts to prevent further spread.

Community Spread and School Operating Status

Within each of the pandemic scenarios above, the virus will manifest in local communities in one of three ways at any given point in time:

- **Substantial**: expected when case counts in Michigan have increased or accelerated rapidly, R0 is significantly greater than 1, and state leaders have decided to return to MI Safe Start Phases 1-3;

- **Minimal to moderate**: R0 is close to or equal to 1 with a significant amount of circulating disease in the given geographic area. This level of community spread corresponds to MI Safe Start Phase 4-5; or

- **None to minimal**: defined as very few, if any, active COVID-19 cases locally, with a R0 significantly less than 1. This corresponds to MI Safe Start Phase 6.

In addition to the number of cases and the basic reproductive number, state and local public health officials consider characteristics across four factors when determining community risk. These factors help determine the phase of the pandemic within each region across the MI Safe Start Plan. These factors include:

- **Disease epidemiology**: level of community transmission, ratio of positive cases to total tests administered, number and type of outbreaks, impact of the outbreaks on delivery of healthcare or other critical infrastructure or services, and epidemiology in surrounding jurisdictions;

- **Community characteristics**: size of community and population density, level of community engagement/support, size and characteristics of vulnerable populations, access to healthcare, transportation, planned large events, and relationship of community to other communities;
Local healthcare capacity: healthcare workforce, number of healthcare facilities, testing capacity, hospital intensive care unit capacity, and availability of personal protective equipment; and

Public health capacity: public health workforce and availability of resources to implement strategies, and available support from other state/local government agencies and partner organizations.

Public Health Framework for Reopening

- **Uncontrolled growth**: Increasing number of new cases every day, likely to overwhelm the health system
- **Persistent spread**: Continue to see high case levels with concern about health system capacity
- **Flatting**: Case growth is gradually declining
- **Improving**: Cases, hospitalizations and deaths are clearly declining
- **Containing**: Continued case and death rate improvements and outbreaks can be quickly contained
- **Post-pandemic**: Community spread not expected to return

What factors determine progression to next phase?
- Analysis shows epidemic growth rates slowing
- Hospital and treatment capacity built, alternative care facilities established
- Infrastructure for crisis response and data systems in place

Note: This framework is being updated and refined as additional guidance from CDC and public health experts becomes available.

It is also possible to move backwards if risk increases and if we stop adhering to safe practices.
Potential Instructional Learning Environments

Models for Instruction
Three possible learning environments

- **Brick & Mortar (Classroom)**
  - All students attend school

- **Online Learning (Computer)**
  - All students attend online

- **Hybrid**
  - Combination of face-to-face and virtual
Currently, Flint Community Schools (FCS) is planning for three separate learning environments. Additional choices will be available within these options including full time virtual learning. (Virtual Learning Consent Form)

- Face-to-Face Instruction (all students attend school)
- Hybrid Instruction (combination of face-to-face and virtual)
- Virtual Instruction (all students attend online)

The following documents were used in the development of the potential learning environments included in this section:

- MI Safe Schools: Michigan’s 2020-21 Return to School Roadmap
- FCS Instructional/Postsecondary face-to-face, blended (hybrid), and distance/virtual learning subcommittees

The potential instructional learning environments outlined in this document are to be used in conjunction with the *FCS Face-Face, Hybrid, and Virtual Learning Technology Plan*. This plan, developed by the FCS Technology Committee, captures the desired future for Flint Community Schools’ interactive program that ensures success for all students. (Appendix F: Technology Support Resources).

FCS recognizes that this is not a one-size-fits-all situation and some families may even want to choose more than one option within their own family.

There is also a chance that multiple scenarios may play out over the course of the 2020-21 school year based on infection rates and directives from government entities. No matter what, FCS is actively preparing for multiple approaches to the school year.

FCS will make expectations clear to school leaders and teachers around face-to-face, hybrid or virtual instruction that include:

- Best practices for potential learning environments;
- Grade-level proficiencies;
- Modes of student assessment and feedback;
- Differentiated support for students;
- The inclusion of social-emotional learning;
- Guidance around daily instructional time and workload per different grade bands to ensure consistency for students;
Any additional standards-aligned tools or materials to support differentiation, intervention, and virtual learning, based on students’ needs.

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.

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.

Teacher collaboration is an integral component to the success of all potential instructional learning environments. As such, the following components are strongly recommended:

-establish virtual and/or face-to-face structures for teacher teams to continue collaborating on curriculum planning and assessing student academic and social-emotional well-being. Encourage teacher teams to:

- Continually assess and analyze student work that is submitted from remote learning assignments, if available.
- Engage in intentional curriculum planning for now and the return to school that is clearly documented with curriculum maps, pacing plans and calendars, and lesson plans, in case of any additional disruptions to school time.
- Evaluate and share knowledge around the use and effectiveness of digital tools and online programs for remote learning.
- Identify the most vulnerable students and design targeted intervention plans.
- Select the most appropriate assessments to assess students’ academic and social-emotional health.
- Establish plans to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
Face-to-Face

All students attend school during Phases 4-6, with the exception of those who select virtual learning. (Virtual Learning Consent Form)

While this learning experience will be extremely familiar, FCS will adhere to guidelines from governing entities for additional safety measures.

Assessment

- Students K-12 would participate in baseline testing, including new students, as they enter the school year. (Appendix F: Instructional Learning Environment Resources, assessment schedule)
- Understand every student’s academic health by using assessments and assessment methods, including formative assessments, diagnostics, conferences, advisories, and parent feedback. Maintain systems to continually monitor learning progress and loss.

Progress Monitoring

- Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress.
- Follow bi-weekly reporting process and schedule data dialogues to assess gaps and opportunities.
- Communicate with families and parents about every student’s progress and plans for students in need of additional support.

Academic Content

- Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
- 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.
Use the pre pandemic standards as a quick review.

Google Classroom - Students will be taught how to use Google classroom the first month of school.

Practice using Google classroom (review skills to support accessing and submitting assignments).

Presentation Apps - Students will be taught how to use the app.

On-line journals - Students will be taught how to use the app.

Pre-K parent orientations will include Google classroom lessons.

Daily lessons/activities utilized through Google classroom for student exposure.

Counselors, College Advisor and Class Sponsors conduct virtual or face to face meetings with students and parents to review grade level expectations and how to use their individualized portfolios. Engage in scheduled data chats and goal setting to progress monitor student efforts. The College Board’s *College Advisor Manual* has examples of forms that can be used to support these meetings. Social and emotional well-being resources and tips may be included.

Schedule virtual or face to face meetings with students to review grades, goals, post-secondary plans and determine if they are on track for graduation. Adjust as necessary.

**Interventions**

Secure supports for students who are transitioning to postsecondary.

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.

Inventory all intervention programs and services available to students on the district and school level and identify any gaps.

Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.

Identify additional students in need of intervention and/or services, whether academic or social-emotional and prioritize support for the most vulnerable students.

Integrate best practices in Social Emotional Learning and Culturally Responsive Education to ensure high-quality instruction and ongoing support for all students.
Development and Implementation of Individualized Plans for Students Representing Special Populations

- 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.
- Revise students’ IEPs 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.
- 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.
- 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.
Hybrid Instruction

Combination of face-to-face and virtual, with the exception of those who select virtual learning.

Assessment

- Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, diagnostics, conferences, advisories, and/or parent feedback.

Progress Monitoring

- Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress.
- Maintain systems to continually monitor learning progress and loss.

Academic Content

- 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.
- Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards.
- Support teachers to utilize FCS focus standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
- Explore the inclusion and integration of select digital and online learning tools and practices at certain grade levels and classrooms where they can be used appropriately, effectively, and sustainably.
- Integrate best practices in Social Emotional Learning (i.e. Michigan Model, Capturing Kids Hearts, PBIS, etc. in Google classroom) and Culturally Responsive Education to ensure high-quality instruction and ongoing support for all students.
Hybrid Instruction (cont.)

Interventions

- Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
- Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
- Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- 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.

Developing Individualized Plans for Students Representing Special Populations

- Secure supports for students who are transitioning to postsecondary.
- Every student’s academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
- Revise students’ IEPs 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.
- 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.
- 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 during remote instruction.
Virtual

All students attend online at anytime during Phases 1-6.

Total virtual instruction is an option for temporary closures and extended closures, as directed by guidelines provided from the host of governing entities.

At this point there are more unknowns than knowns, but our priority is supporting our students in innovative ways that meet their needs. In order to support students, we plan to support staff through job-embedded professional learning opportunities.

Assessment

- 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.

Progress Monitoring

- Activate plans to monitor and assess connectivity and access, ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
- Activate plans to monitor and assess attendance, developing systems to monitor and track students’ online attendance on a daily basis.
- Activate plans to monitor and assess 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.
- 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.
- Students will be assessed using grade-level specific established Flint Community Schools’ assessment structures.
Virtual (cont.)

- 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.

Academic Content

- 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.
- Students will be provided with access to synchronous (live) instruction and self-paced activities/assignments. (See Appendix E: Hybrid Learning Daily Schedule.)
- Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
- Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards.
- Support teachers to utilize the FCS focus standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
- 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.
Virtual (cont.)

Interventions

- Secure supports for students who are transitioning to postsecondary.
- Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
- Inventory all intervention programs and services available to students on the district and school level and identify any gaps.

Developing Individualized Plans for Students Representing Special Populations

- Review students’ IEPs 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.
- 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.
- 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.
- 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 during remote instruction.
MI Safe Start Phases 1-3: Schools do not open for in-person instruction and instruction is provided remotely

- Schools are closed 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.

MI Safe Start Phase 4: Schools open for in-person instruction with more stringent required safety protocols

- No required protocols for class size, spacing requirements, and movement limitations

Additional recommendations made by FCS:

- Use all available entrances
- One bus will be unloaded at a time
- It may be necessary to stagger start times for groups of students (5-15 minutes apart if possible)
- Parents/Siblings/Guardians will stay outside or inside the entrance during inclement weather (masks must be worn to gain entry during inclement weather)
- Security will be posted at front entrance to assure that families adhere to this policy
- Staff escorts will support students, so they utilize social distancing procedures and make sure students move quickly and safely to their classrooms.
- Visual for students inside and outside (tape or paint marking off 6 ft between children when lining up)
- Teachers will monitor students and only allow a few (1-3) to go to the coat area to hang up coats and bookbags, utilizing every other hook where possible
Protocols for Class Size/Spacing Requirements and Movement Limitations

MI Safe Start Phase 5: Schools open for in-person instruction with moderate required safety protocols

- No required protocols for class size, spacing requirements, and movement limitations

MI Safe Start Phase 6: Schools open for in-person instruction with minimal required safety protocols

- No required protocols for class size, spacing requirements, and movement limitations

See Appendix G: School Operations Support Resources for additional information.
MI Safe Start Phases 1-3: Schools do not open for in-person instruction and instruction is provided remotely

- Schools are closed for in-person instruction.

MI Safe Start Phase 4: Schools open for in-person instruction with more stringent required safety protocols

- Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.
- 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.
- It is strongly recommended that every school identify and designate a quarantine area, keep strict records, and a staff person to care for children who become ill at school.
- Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.
- It is strongly recommended that students/school personnel developing fever or becoming ill with symptoms of COVID-19 at school should wear a mask and be transported for offsite testing by parent/guardian for students.

Additional recommendations made by FCS:

- All school personnel reporting to work will be screened for respiratory symptoms and respond to respiratory symptoms questions as a precautionary measure to reduce the spread of COVID-19 using a screening questionnaire provided by the district.
MI Safe Start Phase 5: Schools open for in-person instruction with moderate required safety protocols

- No required protocols for screening students, school personnel, and visitors.
- It is strongly recommended that students/school personnel developing fever or becoming ill with symptoms of COVID-19 at school should wear a mask and be transported for off-site testing by parent/guardian for students.
- It is strongly recommended that every school identify and designate a quarantine area, keep strict records, and a staff person to care for children who become ill at school.
- Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.

MI Safe Start Phase 6: Schools open for in-person instruction with minimal required safety protocols

- No required protocols for screening students, school personnel, and visitors.

See Appendix D: Health and Wellness Support Resources and Appendix G: School Operations Support Resources for additional information.
Protocols for Responding to Symptomatic or Positive Tests among Students and School Personnel

MI Safe Start Phases 1-3: Schools do not open for in-person instruction and instruction is provided remotely

☐ Schools are closed for in-person instruction.

MI Safe Start Phase 4: Schools open for in-person instruction with more stringent required safety protocols

☐ Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.
☐ Create a plan for getting students home safely if they are not allowed to board the vehicle.
☐ If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.

Additional recommendations made by FCS:

☐ Students and staff are immediately sent home if they exhibit any symptoms of the virus or if they report having been in contact with someone who is infected.
☐ If symptoms are identified upon arrival, the individual must wait in a designated room until picked up by a parent/guardian or transported home by a District official.
☐ Students who live with someone known to be infected with COVID-19 will not allowed to come to school.
☐ At a minimum, any child or school staff member who develops respiratory symptoms should be provided and wear a surgical mask, be transported and quarantined in a health isolation area that the district identifies and sent home until cleared to return to school by a qualified health professional. Assessment should be done by the school nurse to determine if the student or staff should be sent home.
MI Safe Start Phase 5: Schools open for in-person instruction with moderate required safety protocols

- No required protocols for responding to positive tests among students and school personnel.
- Notifying local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disability Act (ADA) and other applicable federal and state privacy laws is strongly recommended.
- Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious.

MI Safe Start Phase 6: Schools open for in-person instruction with minimal required safety protocols

- 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 until cleaning and disinfection can be performed.
- 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.
- Cleaning staff must wear a surgical mask when performing cleaning of these areas along with gloves and face shield.

See Appendix D: Health and Wellness Support Resources and Appendix G: School Operations Support Resources for additional information.
MI Safe Start Phases 1-3: Schools do not open for in-person instruction and instruction is provided remotely

- Schools enact food distribution programs.
- All inter-school activities are discontinued.
- After-school activities are suspended.

Additional recommendations made by FCS:

- Meals packed and distribution sites established for meal pick up

MI Safe Start Phase 4: Schools open for in-person instruction with more stringent required safety protocols

- 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.
- Prohibit indoor assemblies that bring together students from more than one classroom.
- Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an [EPA-approved disinfectant](https://www.epa.gov) or diluted bleach solution.
- Playground structures must continue to undergo normal routine cleaning, but using an [EPA-approved disinfectant](https://www.epa.gov) is unnecessary.
Additional recommendations made by FCS:

- Breakfasts and lunches may be delivered to classrooms-not served from carts
- Students may eat in classrooms to limit movement
- Students may eat in cafeterias with assigned seating, practicing social distancing
- Cafeteria tables will be cleaned and sanitized between lunch periods
- Students will wash with soap and water or use a hand sanitizer with at least 60% alcohol before and after eating
- Additional staff will be needed to supervise students eating in the classrooms and to sanitize and clean classrooms after lunch

**MI Safe Start Phase 5: Schools open for in-person instruction with moderate required safety protocols**

- No required protocols for dining, gathering, and extracurricular activities.
- Use of barrier protection by serving and cafeteria staff along with hand hygiene is strongly recommended.

**MI Safe Start Phase 6: Schools open for in-person instruction with minimal required safety protocols**

- No required protocols for dining, gathering, and extracurricular activities.

See Appendix G: School Operations Support Resources for additional information.
MI Safe Start Phases 1-3: Schools do not open for in-person instruction and instruction is provided remotely

- All athletics are suspended.

MI Safe Start Phase 4: Schools open for in-person instruction with more stringent required safety protocols

- 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 and provide documentation as required by the district. (MHSAA COVID-19 Athlete/Coach Monitoring Form)
- All equipment must be disinfected before and after use.
- Inter-school competitions may be held provided that facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section.
- Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding.
- Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
- Handshakes, fist bumps, and other unnecessary contact must not occur.
- Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
- Large scale indoor spectator events are suspended.
- Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.
- 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.
MI Safe Start Phase 5: Schools open for in-person instruction with moderate required safety protocols

- No required protocols for athletics.
- Strongly recommended protocols of limiting indoor spectator events to 50 people and outdoor spectator events to 250, social distancing of spectators not part of the same household should be considered.
- Highly recommended protocols of proper hand hygiene, equipment disinfecting before and after use, bus disinfecting before and after use, along with each participant using a clearly marked water bottle for individual use should be considered.

MI Safe Start Phase 6: Schools open for in-person instruction with minimal required safety protocols

- Safety protocols for athletics no longer required.

See Appendix G: School Operations Support Resources for additional information.
MI Safe Start Phases 1-3: Schools do not open for in-person instruction and instruction is provided remotely

Personal Protective Equipment and Handwashing

- Schools are closed for in-person instruction.

Cleaning

- Schools are closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order.

MI Safe Start Phase 4: Schools open for in-person instruction with more stringent required safety protocols

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.
  - PreK-5 and special education teachers should consider wearing clear masks.
  - Homemade facial coverings must be washed daily.
  - Disposable facial coverings must be disposed of at the end of each day.
Facial coverings must be worn by K-12 and Early Childhood Developmental Delay (ECDD) program students, staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

Facial coverings must always be worn in hallways and common areas by preK-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

- Homemade facial coverings must be washed daily.
- Disposable facing coverings must be disposed of at the end of each day.
- Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.

Facial coverings must be worn in classrooms by all students grades 6-12. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.

All students in grades K-5 must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

Handwashing

- 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.
Additional recommendations made by FCS:

- Signage with reminders about frequent handwashing, cough etiquette, and nose blowing, will be widely posted and disseminated throughout the buildings.
- Regular communications will be provided to FCS families promoting CDC recommended guidelines to fight the spread of coronavirus. Communications tools include, but are not limited to:
  - Weekly parent letters, PA Broadcasts
  - Title I City Wide meetings
  - Social media
  - District Website and Individual School Websites
  - Robo-calls
  - Parent surveys
  - Incorporate outreach through sporting events

Cleaning

- **Frequently touched surfaces** including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
- Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures must continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.
- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
- Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.
Additional recommendations made by FCS:

- Monthly meetings (or weekly meetings when deemed necessary) will be held with key departments (CSM, Health Services) to share communications from local and federal entities as it related to CDC guidelines, cleaning recommendations, etc.
- Any changes to CDC guidelines and/or cleaning/disinfecting schedules will be shared with building principals.

**MI Safe Start Phase 5: Schools open for in-person instruction with moderate required safety protocols**

- No required protocols for personal protective equipment, handwashing or cleaning.
- All protocols for Phase 4 are highly recommended.

**MI Safe Start Phase 6: Schools open for in-person instruction with minimal required safety protocols**

- Safety protocols for personal protective equipment and cleaning are no longer required.
- Handwashing protocols for Phase 4 are recommended.

See Appendix D: Health and Wellness Support Resources and Appendix G: School Operations Support Resources for additional information.
MI Safe Start Phases 1-3: Schools do not open for in-person instruction and instruction is provided remotely

- All busing operations are suspended.

MI Safe Start Phase 4: Schools open for in-person instruction with more stringent required safety protocols

- 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 K-12 and Early Childhood Developmental Delay (ECDD) programs, 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 district administrators and transportation vendor.
- Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.
- Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver’s cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
- Create a plan for getting students home safely if they are not allowed to board the vehicle.
- If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
- Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

MI Safe Start Phase 5: Schools open for in-person instruction with moderate required safety protocols

- Protocols for busing and student transportation from Phase 4 are highly recommended.

MI Safe Start Phase 6: Schools open for in-person instruction with minimal required safety protocols

- Safety protocols no longer required.
MI Safe Start Phases 1-3: Schools do not open for in-person instruction and instruction is provided remotely

- Schools are closed for in-person instruction.

MI Safe Start Phase 4: Schools open for in-person instruction with more stringent required safety protocols

- Strongly Recommended Protocols from MI Safe Schools: Michigan’s 2020-21 Return to School Roadmap:
  - Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
  - Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.

MI Safe Start Phase 5: Schools open for in-person instruction with moderate required safety protocols

- Safety protocols for Phase 4 are recommended.

MI Safe Start Phase 6: Schools open for in-person instruction with minimal required safety protocols

- Safety protocols no longer required.

See Appendix G: School Operations Support Resources for additional information.
Protocols for School Personnel

MI Safe Start Phases 1-3: Schools do not open for in-person instruction and instruction is provided remotely

- All District employees will be considered for alternative work scheduling on a case-by-case basis in situations where creative work schedules have been shown to accomplish both work and personal goals, to provide coverage for individual department operations and to serve the District as a whole with increased productivity at no expense to quality output.
- To comply with the Families First Coronavirus Response Act and to assist employees affected by the COVID-19 outbreak with job-protected leave and pay, the District has enacted a FMLA Leave Expansion and Emergency Paid Sick Leave Policy (Coronavirus). This policy will be in effect from April 1, 2020, until December 31, 2020. (Forms available in Appendix G)

MI Safe Start Phase 4: Schools open for in-person instruction with more stringent required safety protocols

- In accordance with CDC guidelines, anyone who has been exposed to the virus should self-quarantine for the next 14 days and follow all other guidelines on https://www.cdc.gov/. It is possible that you may be a carrier of the virus and can spread it to others even if you show no symptoms. If you come down with symptoms of COVID-19, we encourage you to call your physician, visit the CDC website (above) or the Genesee County Health Department website, www.gchd.us and follow the protocols listed.
- All staff will be required to complete a COVID-19 Employee Self Certification Return to Work form if the virus is contracted. (Forms available in Appendix G)

MI Safe Start Phase 5: Schools open for in-person instruction with moderate required safety protocols

- Safety protocols for Phase 4 are recommended.

MI Safe Start Phase 6: Schools open for in-person instruction with minimal required safety protocols

- Safety protocols no longer required.

See Appendix G: School Operations Support Resources for additional information and forms.
MI Safe Start Phases 1-3: Schools do not open for in-person instruction and instruction is provided remotely Strongly Recommend 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.

MI Safe Start Phase 4: Schools open for in-person instruction with more stringent required safety protocols

Recommended before Schools Reopen for In-Person Instruction

Social and Emotional Learning and Mental Health

- 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.
Provisions include:

- 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.

- 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).

Recommendations specific to FCS:

- MTSS district coordinator and social workers will establish protocols 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) for the Crisis Response Team and MERT teams.
Family and Community Engagement

- 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.

- 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;
  - 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.

MI Safe Start Phase 5: Schools open for in-person instruction with moderate required safety protocols

- Protocols for Social Emotional Learning and Mental Health for Phase 4 are recommended.
- Protocols for Family and Community Engagement for Phase 4 are recommended.

MI Safe Start Phase 6: Schools open for in-person instruction with minimal required safety protocols

- Protocols for Social Emotional Learning and Mental Health for Phase 4 continue to be recommended.
- Protocols for Family and Community Engagement for Phase 4 continue to be recommended.

See Appendix D: Health and Wellness Support Resources for additional information.
Appendix A: Survey Data
- FCS Parent/Guardian Return to School Survey Summary
- FCS Staff Return to School Survey Summary
- FCS K-5 Student Survey Summary
- FCS 6-12 Student Survey Summary

Appendix B: Frequently Asked Questions (FAQ)
- FAQ for Reopening Plan

Appendix C: Communication Plan
- Communication Plan

Appendix D: Health and Wellness Support Resources
- FCS Wellness Reopening Summary
- Safety Questionnaire for Visitors and/or Staff (under development)
- Visitor and/or Staff Log for Safety Question (under development)

Appendix E: Instructional Learning Environment Resources
- Academic Plan Hybrid
- Instructional Reopening Hybrid
- Hybrid Learning Daily Schedule
- Face-to-Face Academic Plan
- Virtual Distance Learning Plan
- Postsecondary Academic Action to Reopening Plan

Appendix F: Technology Support Resources
- Cleaning Protocols for Computer Lab and Devices
- Disposition of Equipment Form
- Instructional Technology Collection and Distribution Plan
- Parent Virtual Technology Consent, Release and Return Form
- Parent Virtual Technology Letter
- Technology Plan for Face-to-Face, Hybrid and Virtual Learning
- Technology Specification Recommendations Sheet
Appendix G: School Operations Support Resources

General
- School Operations Reopening Plan 2020-2021
- Virtual Pupil Accounting
- Virtual Learning Consent Form

Human Resources
- COVID-19 Employee Self-Certification to Return to Work
- COVID-19 Flexible Work Schedule Policy
- COVID-19 Response to Employees
- COVID-19 Safety Policy Log
- COVID-19 Safety Policy
- COVID-19 Paid FMLA Request
- Polices 5357
- FMLA Leave Expansion and Emergency Paid Sick Leave Policy
- Memo COVID-19 Employee Screening Procedures
- Remote Work Procedure
- Health Screening Form-Visitors

Food Service
- Food and nutrition services plan of execution
- In-Person Health Monitoring Sign Off Sheet
- Preparedness Plan template
- Request for Emergency Paid Sick Leave
- Sodexo Proposed Equipment Reopening Plan
- Sodexo Safety Dividers Spec Sheet

Athletics
- Recovery Path for Athletics Guidelines 2020-2021
- MHSAA COVID-19 Athlete/Coach Monitoring Form
APPENDIX (cont.)

Youth Sports
- Recovery Path for Youth Sports Guidelines 2020-2021 Athletics Response
- MHSAA COVID-19 Athlete/Coach Monitoring Form

Facilities/Cleaning
- Facilities Subcommittee Final Plan
- CDC Disinfecting Building Cheat Sheet
- EPA Documents for BNC-15 Disinfectant
- EPA List N Products with Emerging Viral Pathogens
- High Touch Surfaces

Appendix H: Pandemic Response Plan
- Pandemic Response Plan
- School District Pandemic Plan
- MERT

Appendix I: Genesee County Health Department COVID-19 Plan for Employers
- Genesee County Health Department COVID-19 Plan for Employers

Appendix J: MI Safe Schools: Michigan’s 2020-21 Return to School Roadmap
- MI Safe Schools: Michigan’s 2020-21 Return to School Roadmap

Appendix K: When Schools are Open and Operating
- What to do When Schools are Open and Operating
- When Schools are Open and Operating: Monitoring and Feedback

Appendix L: Understanding Key Terms
- Understanding Key Terms
Opportunity Labs:  
https://returntoschoolroadmap.org

MI Safe School Reopening Road Map (FINAL):  

National Institute on Excellence in Teaching (NIET) School Year Planning Guide:  
https://drive.google.com/file/d/1S1pyM4DF7tBFerZWyZXinJlFO0PAUaed/view?usp=sharing

Michigan Reopening Plans:

Detroit Public Schools (DPS) Reopening Plan:  

West Bloomfield School District:  
WBSD Cloud Learning Archive

Bloomfield Hills Public Schools:  
https://www.bloomfield.org

COVID-19 Guide for Employers GCHD:  
https://drive.google.com/open?id=1YENZdBkkJv26CwbmJP9JLgortkL-LiE
Other U. S. and School District Reopening Plans

California:
https://www.cde.ca.gov/ls/he/hn/documents/strongertogther.pdf

Nashville Reopening Plan/COVID-19 Reference:
https://drive.google.com/open?id=1Fp_TQFQeZYKYo8GdLBAW1Jt4BwdqVXFo

Arizona Roadmap-to-Reopening:

Return to Learn Oklahoma – Address the Whole Child Approach:
https://sde.ok.gov/sites/default/files/Return%20to%20Learn%20Oklahoma.pdf

New York Information for FAQ:

Reopening and Pandemic Response for Milton:
https://www.milton.k12.wi.us/PanPlan%20Update-Website.pdf
Return to Learn Oklahoma – Address the Whole Child Approach:
https://sde.ok.gov/sites/default/files/Return%20to%20Learn%20Oklahoma.pdf

2020-2021 Reopening Plan for Garland ISD:
https://www.garlandisd.net/content/2020-21-school-reopening

Frisco, TX Plan:
https://drive.google.com/file/d/1gwNEgU37ebxVj2QeCAmzpItzvrQGpr4/view?usp=sharing

Milken Community Schools’ Plan:
https://drive.google.com/file/d/1xgciDq4Py_KVFwsJrnaAXBqA2pK0CWT/view?usp=sharing

Illinois Plan:
https://www.documentcloud.org/documents/6955197-Part-3-Transition-Planning-Phase-4.html

13 Essential 21st Century Skills for Todays Students:
https://www.envisionexperience.com/blog/13-essential-21st-century-skills-for-todays-students
Would like to express our sincere gratitude to everyone who contributed to this report. Your meaningful input, purposeful recommendations, and willingness to collaborate demonstrated a unified commitment to supporting the FCS community as we move forward on our path to recovery.