Return to Learn

Flat Rock Community Schools

82180

2020-21

Final Submittal
08.14.2020

For future updates go to www.flatrockschools.org
To the Residents of Flat Rock,

Let me begin by saying thank you.

Thank you to our students, parents, teachers, administrators, and staff who worked together to ensure that the 2019-2020 school year ended well. On March 12, 2020, all of us were challenged when our Governor announced that school buildings would be closing. Our district staff started right away on March 13, 2020, creating a new model. Out of every crisis comes opportunity, the evolution of this model has led us to now.

We certainly had our fair share of bumps along the way and, looking back, we can see where things could have been improved or gone better. However, I am proud of the work that all of us did to ensure that our students could continue learning and growing.

Now the 2020-2021 school year is fast approaching. Flat Rock Community Schools has been busy planning and we are excited to share our plans with you. We have great confidence that the plans we have made will provide opportunities for our students and options for our families.

We, like you, are committed to providing a safe environment for our students and staff. Governor Whitmer has given us guidance on what will be required and what will be recommended based on the context within our region. We will follow the required elements of the Governor’s plan and make decisions on the recommendations to ensure that all of our community can be safe as we return to school.

We believe that the best option for students is to return to in-person learning in our schools. Students need to be with their friends, with a caring and supportive teacher, and provided opportunities that come in our school buildings. We also plan to have a robust virtual option for our students. This option will look and feel different than the virtual experience that we offered in the spring. Our new virtual option will be more structured, requiring attendance and giving grades. Students will receive instruction from FRCS teachers following FRCS curriculum.

We recognize that our new school year will be unlike any we have prepared for before. Working together we will create positive and robust options for both in-person and virtual instruction this fall.

I look forward to working with you and our staff to make sure we create safe, positive, and challenging learning environments for our students this fall. Thank you for your consideration and as always GO RAMS!

Andrew Brodie
Superintendent
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Assurances

Flat Rock Community Schools commits to implement the following as outlined in the Governor’s Executive Order 2020-142.

1. The Flat Rock Community Schools (District) assures that when it provides in-person instruction to its students without disabilities, the district will also provide in-person instruction to its students with disabilities, consistent with their individualized education plans.

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

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

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

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

6. The District assures that during Phase 1, 2, or 3 it will suspend athletics, after-school activities, inter-school activities, and busing.

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

8. The District assures that during Phase 4 it will prohibit indoor assemblies that bring together students from more than one classroom.
Guiding Research

Primary Research and Guidance
- MI Safe Schools: Michigan’s 2020-21 Return to School Roadmap
- General Education Leadership Network (GELN) Back to School Plan - Version 1.0 “Do First”

Secondary Research Support & Resources
- NIET Planning Guide
- TNTP Reimagine Teaching
- Crosswalk of Roadmap, TNTP and NIET planning guides
- EAB Resource Center and EAB Webinar
- K-12 District Reopening Checklist - Hanover Research and Washington Association of School Administrators
- Transcend Playbook of Tools and Guidance
- Hanover Research: Offline Equity Best Practices
- Michigan State University - Reopen Schools During the COVID-19 Pandemic An Overview of Guidance for School Districts
- Other State Resources:
  - Considerations for Reopening School (Ohio)
  - Re-Entry and Reopening of Schools (Missouri)
  - Guidance for Social Distancing in Schools (Minnesota)
  - Recovery Plan for Education (Maryland)
- Opportunity Labs - State Level Projects
  - Launch Nebraska (Nebraska)
  - Path to Recovery for K-12 Schools (Georgia)
  - Roadmap for Opening Schools (Arizona)
- MIOSHA Safe Work Protocols (link)

MI Safe Start Phase 4 - In-Person Instruction
- The number of new cases and deaths has fallen for a period of time, but overall case levels are still high.
- Most new outbreaks are quickly identified, traced, and contained due to robust testing infrastructure and rapid contact tracing.
- Health system capacity can typically handle these new outbreaks, and therefore case fatality rate does not rise above typical levels.
- The overall number of infected individuals still indicate the need for distancing to stop transmission and move to the next phase.
Phase 4 - Safety Protocols

Personal Protective Equipment

District and Building Implementation Plan:

- The expectations for the wearing of face coverings and how to obtain clean face coverings will be included in all district-to-parent communications, all student orientations, and all staff orientations. (Aug. 1 - Aug. 30)
- Students and parents will be required to watch a safety video on the wearing of and expectations for maintenance of face coverings. Students and parents will sign-off on their awareness of these policies before the students are permitted to enter the classroom on the first day of school. (Aug. 1 - Aug. 30)
- Building, grounds, and transportation signage will be prominent throughout all school facilities and clearly identify who is required to wear face coverings in each designated area of the building, grounds, or bus. (Completed by Aug. 15)
- Face coverings will be ordered and provided to every student and staff member.
- Fabric and clear face coverings will be provided to preK-5 teachers with the requirement to wear the clear mask during instruction. Any other teacher at any grade level may also request a clear face covering if they so choose. (Delivery taken by Aug. 15)
- Individuals (staff or students) who claim medical exemption will need to meet with the district Health Safety Team/Principal/School Nurse to provide rationale and documentation (Begins Aug. 15 and continues throughout the school year).
- Exempted individuals will be recorded in a master database and issued a sticker to display on their student or staff ID indicating this exemption.
- All student preK - 12 will be required to wear a face covering, unless medically unable to do so.
- 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. The instance will be documented as a log entry in MiStar.
- Students showing patterns of non-compliance will be removed from the school building and placed into remote instruction until the student agrees to comply with this safety protocol. Parents will be notified of each instance of non-compliance by the administration or school safety officer. Continued removals from the school building will result in permanent placement into remote instruction with the student being banned from coming to the school site.
- Staff who are capable of wearing a face covering and refuse to do so will be addressed by the school administrator and could face progressive disciplinary measures up to and including termination.
- Guests to the school building (presenters, substitute teachers, etc) will be issued a disposable face covering upon signing in at the main office and will be instructed to wear the face covering at all times. Instances of non-compliance will result in the guest being escorted from the building by the building administrator or a Flat Rock Police Department (FRPD) officer.
- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.
Hygiene

District and Building Implementation Plan:

- Supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) will be checked daily and restocked in the classroom.
- Teachers will contact the office immediately if supplies run low during the school day.
- Each classroom will have a hygiene protocol with timelines that are posted and communicated via newsletters, web pages, bulletin boards, and the like. It will include
  - Hand-washing schedule
  - Room and materials cleaning schedule
- Teacher or health aide will teach students the following on the first day of school and reinforce weekly or more often as needed (this may be done via video)
  - Proper handwashing on the first day of school and reinforce weekly or more often if needed
  - How to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash
- Proper mitigation strategies including hand washing and sneezing will be communicated to families via newsletters, web pages, bulletin boards, and the like. Parents and caregivers will be asked to review and reinforce with their students.
- Custodial staff will
  - Procure adequate soap, hand sanitizer, paper towels, tissues by August 1, November 20, February 20, and May 20
  - Post signage related to cleaning and hygiene strategies in each room, restroom, throughout the hallways by August 20
  - Monitor hygiene supplies and refill as needed three times daily
  - Procure hand sanitizing stations as deemed necessary during walk-through with building leader by August 1
- Sharing school supplies will be limited, and each student will have their own supply box for materials.
- A list of these supplies will be generated as appropriate for each grade level and or specific middle school or high school course.

Spacing, Movement and Access

District And Building Implementation Plan:

- Building/facility leaders and custodial staff will walk through each building by August 3rd to assess the number of desks, tables, the capacity to physically distance with existing student enrollment and furniture.
- Building/facility leaders will determine what furniture or supplies can be removed from the building or what alternate furniture can be used to create greater physical distance. The current physical distance between students and staff in district buildings ranges from 3 to 5.5 feet after those accommodations.
- Signage will be posted throughout the building and on restroom doors reminding students, staff, and guests of the physical distance requirement.
- Restroom sinks will be disabled and marked out of order if they are closer than 3 feet.
Visitors to the building will be limited to necessary aspects of completing the school day. These visitors (ISD Consultants, State Agency Workers, College Representatives, etc.) will be permitted limited access to interact with students, and only after reviewing and signing off on all safety expectations. Visitors will be required to sign out through the office to document time, purpose, and locations visited in the building.

Screening Students and Staff

District and Building Implementation Plan:

- A copy of the District’s screening and exposure plan will be submitted to the County Health Department. This plan will be reviewed monthly with the administration, building level teams and the Health Department along with any referrals from the prior month.
- Each school building will identify a remote and secluded room, no smaller than 100 square feet to serve as an isolation area. This room will be outfitted with appropriate PPE including gowns, face shields, N95 masks, gloves, sanitizing wipes, portable two-way radios, an internet-connected computer, and log sheets.
- From the time of identification of potential infection, the student will not be left unattended by the quarantine officer and a log sheet of activity will be maintained at 5-minute intervals until the student or staff member is safely removed from the building.
- Parent communication will be made immediately with clear and concise directions on where and how to pick up the student.
- A designated person (office staff) will contact the student/family each day after removal until test results are provided and verified before the student can return to school.
- During the time of quarantine, the student will be asked to self identify the location and individuals they came into contact with for the past 48 hours to the best of their recollection. Priority will be placed on those individuals that they were in contact with for a sustained 15 minutes or more.
- The health department will be contacted after parents have been contacted to assist in contact tracing and notification of vulnerable individuals.
- Staff who are unable to work due to displaying COVID-19 symptoms will be required to report this to the school through the Google form. The school health official or Human Resources will monitor this form daily and follow up with any symptomatic person to direct where, when, and how to get tested and report those results back to the school as soon as available.

Testing Protocols for Students and Staff and Responding to Positive Cases

District and Building Implementation Plan:

- **COVID - 19 Protocols**
- Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.
- Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing.
- Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
- Families should be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.

Responding to Positive Tests Among Staff and Students

District and Building Implementation Plan:

- **COVID - 19 Protocols**
- Notify Public Health Department- Wayne County, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- Public Health- Wayne County will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure.
  - Public Health - Wayne County, depending on the situation, may identify other contacts who require quarantine. Schools can help the Public Health- Wayne County by collecting data and contact information of those exposed.
  - Staff will adhere to confidentiality laws and statutes that protect student and staff health information. Student communicable disease-related information is protected health information. (Even if a family/student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).
- Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Public Health- Wayne County will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
- **Cleaning staff should wear** a surgical mask, gloves, and a face shield when performing cleaning of these areas.
- If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.
Food Service

District and Building Implementation Plan:

- All elementary students will be served lunch in their rooms. Food service staff will drop off bag/box lunches and disposable utensils, on a cart to the classroom 15 minutes prior to the designated lunch period.
- Elementary lunch workers will support the classrooms through the meal time supervising students.
- Additional lunch monitors will be hired to supervise the outside area during the lunch period.
- All students will wear masks and can remove them when eating. They will put them back on when eating is completed.
- At the middle school level, students will eat lunch in their classroom or designated area.
- Lunch workers will support the classrooms through the meal time supervising students and facilitating food delivery for students participating in the food service program.
- High school students will eat in small group settings within their classrooms or designated areas.
- Markings will be put on the floor to designate six foot distancing as students wait in line in the cafe and at the office and counselor office.
- All cafeteria workers will wear masks, face shields and gloves when handling food items. They will wash their hands before and after all food service according to CDC guidance. Visual guidance will be posted in the kitchen and by every sink to encourage the correct procedure for hand washing.

Nutrition Services Plan

Gatherings and Extracurricular Activities

District and Building Implementation Plan:

- At this time no indoor assemblies will be held at the elementary and secondary buildings. All essential presentations will be done by remote monitors in the classrooms or by staff entering the room to share the needed information.
- At the elementary buildings a schedule will be put together that allows three classrooms on a playground for recess at a time. Teachers will be asked to move around the playground separating students congregating in groups of more than 10. Face masks will be worn at all times on the playground unless the individual is medically unable. Students will use hand sanitizer before entering the building.
- Elementary- Due to social distancing on the playground, a rotating lunch recess schedule will occur weekly.
- All field trips are suspended. This will be reviewed as we move to Phase 5.
- All extracurricular activities will require face coverings. School dances and events over 50 students will be temporarily discontinued and will be evaluated as we move to the next phase. All social distancing requirements will be in place, so events will be outside or in large ventilated areas.
Athletics

District and Building Implementation Plan:

- The district plan will comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
- Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
- All equipment must be disinfected before and after use.
- Inter-school competitions may be held provided that facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section.
- Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding.
- Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
- Handshakes, fist bumps, and other unnecessary contact must not occur.
- Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
- Large scale indoor spectator events are suspended. Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.

Cleaning

District and Building Implementation Plan:

- District-level administrators and Building Operations will meet to review all guidance related to cleaning and disinfecting of buildings and to review the Building Operations sections of the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap.
- An inventory related to all cleaning supplies that are in compliance with EPA-approved COVID-19 materials will be taken and orders made to address increased cleaning protocols.
- Cleaning stations will be identified around the building that hold materials for use in different wings (e.g., curriculum closet in third grade hallway, gym storage room, custodial closet in 5th grade hallway).
- All classrooms will be provided spray bottles with EPA-approved disinfectant or diluted bleach solution, paper towels, face shield and gloves in order to address new cleaning protocols. Staff must wear gloves, a mask and face shield when cleaning, and students will not be allowed access to the cleaning solutions.
- Each building custodial team and administrator will tour their building and identify areas of frequent use throughout the building. A map will be created and kept secure in the head custodian room and...
office to ensure compliance when custodial substitutes are in the building.

- Custodial staff will walk the building wiping all high frequency usage areas at 7:00 a.m., 10:00 a.m., 1:00 p.m., 4:00 p.m., and following any evening activities in the building. Staff will note the time and date and initial on a chart that is kept daily.
- Classroom teachers will wipe down the students’ desks every time students exit the room at the elementary level or after every period at the secondary level with EPA-approved disinfectant or diluted bleach solution. Locked storage units with ventilation for cleaning materials will be available for all staff as needed. All classrooms will have the appropriate EPA-approved disinfectant or diluted bleach solution in their rooms.
- Playground equipment will be cleaned twice a week.
- A training on cleaning materials and protocols will be provided to the staff through a virtual meeting during the scheduled professional development. This training will show the use of PPE when cleaning, protocols for the classroom and storage of cleaning materials.

**Busing and Student Transportation**

**District and Building Implementation Plan:**

- A meeting will be held with district transportation departments to review the criteria required for Phase 4 and discuss concerns or issues arising.
- Contracts will be altered as needed to address required cleaning, sanitizing and professional development to maintain the fleet.
- Assurance statements will be developed to ensure the appropriate use of face covering for all students and drivers, use of hand sanitizers and cleaning protocols.
- Students that become sick at school are not permitted to use district transportation. They must be picked up by a guardian or emergency contact prior to the end of the school day.
- The transportation department will assess the number of buses that will be on the road.
- Busses will be fitted with mounts for hand sanitizer at the entrance to each bus.
- The district will ensure cleaning supplies in compliance with the CDC are utilized to clean busses between routes, including areas of frequent contact.
- Face masks will be placed at the entrance of the bus.
- The transportation department will develop and communicate a policy to families related to mandatory face coverings on the bus for all staff and students, if medically feasible, unless “it is determined on a case-by-case basis that it is not safe for the bus driver to wear a facial covering.”
- Bus drivers will be informed about our sticker system on ID badges for students who are medically unable to wear a face mask. All students will show their ID as they enter the bus.
- Training will be offered to all bus drivers that includes:
  - Appropriate use of face covering
  - Policies regarding face covering
  - Policies regarding hand sanitizing
  - Policies and methods for cleaning and disinfecting
- Bus drivers, weather permitting (no precipitation, temperature above 55 degrees F), will keep windows open on the bus both enroute and when stopped.
- On buses with specialized transportation and equipment needs, bus aides or drivers will wipe down the equipment before using the bus. This will be noted in the cleaning log.
Medically Vulnerable Students and Staff

District and Building Implementation Plan:

- Staff should 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.
- Identify all health care plans, IEPs, IFSPs, and 504 plans
- Knowledgeable staff (e.g., nurse, special education teachers, 504 coordinator) will review plans to identify those that require additional accommodations related to COVID-19. Consult [CDC guidelines](https://www.cdc.gov/coronavirus/2019-ncov/index.html).
  For example, there are exemptions to wearing face coverings for students with certain conditions. Update plans as needed.
- Parents will be surveyed with a CDC-aligned instrument to determine whether their student is at high risk and requires additional accommodations that might not be evident from reading the student’s specialized plan; revise those plans based on parent feedback. (Complete by August 15th.)
- Any staff member identifying as medically vulnerable will be required to schedule a meeting with the Human Resource office, no later than August 7th, to discuss options for reasonable accommodation.

Phase 4 - Mental & Social-Emotional Health

District and Building Implementation Plan:

For our district, we believe mental and social-emotional health is a critical and foundational piece to the success of this coming year. Although we understand the “requirements” stated in the roadmap are minimally stated, we wholeheartedly believe this work and intentional planning will make or break every other part of the living-work plan. Therefore, we will elaborate on our plan to support our school community which includes students, families and community, instructional staff, support staff, administration and other school leaders. We used the [CASEL Reunite, Review, Thrive](https://casel.org/reunite-review-thrive) document to guide and support our thinking.

Our district has established a [Wellness and Response Team](https://www.flatrock.k12.mi.us/). The team has an established purpose, process, action plan and outcomes that will be described in this Preparedness and Response Plan for returning students to school.

**Screening and Referral Process To Identify and Support The School Community**

Flat Rock Community Schools has established a comprehensive crisis management plan that leverages available internal and external/community-based resources, which can be activated efficiently as needed for situations such as the loss of a student or staff member.
Our district will implement a mental health screening for all students. The screening tool we use is compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) will provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.

We will use a **Screening and Referral Process Action Plan** to create a format to organize the work around our screening and referral process.

Data from these screeners are part of our Student Support System through our MTSS process and informs our implementation of SEL learning/curriculum and formative assessment ([free google form](#)).

We have identified our Special Education Director as the point person to provide resources/contact information for mental health agencies, communications to families/students, and public-facing wellness materials.

- We will utilize our mental health professionals as our point persons as seen in a [comprehensive county system of behavioral health care for children](#).

We have established and communicated to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.

Protocols for the identification of at-risk students will be developed and shared with all staff. All staff will understand the protocol for referring students for additional support.

- **Student level protocol:** we have embedded this work through the following [Flow Chart](#). As noted in the flow chart there are 3 ways (universal screening, selective screening, or a student in crisis) to identify students needing support.
- **District level protocol:** we have embedded this work through the following MTSS Whole Child [Graphic](#).
- Community resources will be provided to families for students in need of supports.

The district has a reporting protocol for school staff to evaluate physical and mental health status.

- In order to ensure that staff are safe both physically and mentally, they will be screened. A Google Form ([Workplace Health Screening](#)) will be used to log answers for staff physical health each day before coming to work. Mental health screenings will take place weekly through a survey included in the district newsletter.
- Students will have daily health screenings before getting on the bus or when arriving at school if they do not ride a bus. Teachers will use a [system for daily monitoring](#) of student mental health.

The district has activated a communication channel for school stakeholders to address mental health concerns resulting from COVID-19. The district will have an email address that families can use to alert staff to mental health concerns of any student within the district.

- We will partner with our local mental health agency to promote and monitor the use of their COVID-19 emergency telephone line. They will alert a representative from the district when they receive information regarding a student.
Professional Learning

The Director of Student Services will be responsible for creating and publishing the professional development calendar for the educational staff.

Resources To Support The School Community

Flat Rock Community Schools will compile and regularly update comprehensive lists of wellness resources available to our school community that can be provided in conjunction with screening activities, and that reference school and community wellness resources. These will be placed on our website and intranet so that everyone has quick and easy access to them.

We will provide regular communication to our school community and parents via a variety of channels: district website, social media channels, and our district newsletter. It is important that we provide information about the return-to-school transition that destigmatizes 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.

We will maintain a wellness resource page on our website. Our school social workers will create and cultivate content in collaboration with community agencies to ensure the list is comprehensive. Here are some of the resources we use as we design our website:

- Staff Mental Health Resources
- MDE COVID-19 Social and Emotional Learning Resources
- Building Positive Conditions for Learning at Home
- Cleveland Public Schools Bank of Resources
- First Aid for Feelings: A Workbook to Help Kids Cope During the Coronavirus Pandemic
- Countering Coronavirus Stigma

In partnership with our ISD, we will maintain a telephone Help Hotline staffed by school social workers to answer questions and make referrals as well as a dedicated email Help Line.

- https://www.misd.net/Mental-Health-Resources/cover-letter.pdf

Resources to support this work:

- Exploring Feelings - Adventures in Learning - PBS Parents
- Why Do We Lose Control of Our Emotions?
Phase 4 - Instruction

Governance

District and Building Implementation Plan:

Our district’s Teaching and Learning Team will be led by our district’s Director of Student Services.

- superintendent
- building principals
- counselor/social worker
- PreK-12 teacher representatives from our different buildings and grade levels
- support staff representatives (food service, transportation, administrative assistants, teaching assistants)
- union representative
- Board of Education representative
- parent representative
- local community representative

Our group has met virtually over the summer. Subgroups may be formed to address specific areas of the plan and will meet as determined through our process.

Our district will ask stakeholders to provide feedback regarding their experience with online learning through an online survey.

Survey resources:

- [Student Survey](#)
- [Staff Survey](#)
- [Family Survey](#)

After the results from the survey are reviewed, our teaching and learning teams will analyze these results to help inform the development of the plan, paying special attention to equity and access by actively recruiting input from underrepresented groups.

The final Preparedness Plan will be posted on the district’s website, and related sections will be included as a supplement to the student and staff handbooks. In the Welcome Back Meeting for staff in August, our district administration will cover the supplemental information in detail and answer questions related to the plan to ensure clarity of expectations and execution. Building administration and teachers will engage students in a full review of the supplemental information related to the Preparedness Plan to ensure students are well versed in the event we return to remote in any form or fashion.

Instruction - In-Person or Hybrid (Before School Reopens)

District and Building Implementation Plan:
Instruction - Before School Starts

Vision:
Our Instructional Work Plan is centered on our mission statement - “to provide quality educational programs, resources and the collaboration of support for all community members, enabling them to be competent, informed and involved citizens in an ever-changing society” - as well as the strategic plan that we developed during the 2018-19 school year. Our priorities remain:

- **Well-Being:** As a system, we will continue to prioritize strategies that provide a sense of safety for all stakeholders, promote trusting relationships, help to build social-emotional skills with students, and offer individualized support for students with intensive needs.
- **Rigor, Relevance and Student Engagement:** Finding ways to empower students to connect learning to their world through innovative instructional design and assessment is a priority. Teachers will be focused on learning about Universal Design for Learning and the 5E instructional model (Engage, Explore, Explain, Elaborate and Evaluate) and finding ways to embed them in student learning experiences by focusing on learning partnerships, the learning environment, pedagogical practices, and leveraging digital.
- **Small Data and Responsive Teaching:** The use of formative assessment and formative assessment data (teacher observation, teacher reflection, student reflection, student self-assessment, etc.) to inform instruction is also a priority. Teachers will spend a considerable amount of time in their PLC’s grappling with where students are in their learning and figuring out the next steps for each student.

Because our context has changed since these priorities were developed, we will need to pivot some of our instructional strategies, but these guiding principles inform all of our work- whether our learning environment is remote, hybrid, or face-to-face.

Our commitment to ALL students remains clear. For the 2020-21 school year:

- Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
- Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
- Every students’ academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.

Clear expectations have been set around high quality remote and hybrid instruction that include:

- Best practices for blended or remote learning
- Grade-level proficiencies
- Modes of student assessment and feedback
- Differentiated support for students
- The inclusion of social-emotional learning
- Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.

These expectations will be supported by a robust professional learning plan (described later in this document).

During Phase 4, all PreK-5 students will attend school every day for face-to-face instruction. Secondary students will engage in a hybrid model that allows for more personalized schedules.
Standards-Aligned Curriculum and High Quality Instructional Materials:
Our current curricular resources will be accessible digitally for students and staff. Additional digital resources are being utilized to enhance student engagement and the formative assessment process. Our teachers have a strong command of curricular resources and have received professional development on the district-adopted curriculum as part of the normal process of doing business. Focus and professional learning has shifted to following standards-aligned resources, with a special emphasis on prioritized standards to accelerate learning based on pre-assessment of student skills and knowledge. We are using Google Classroom as our Learning Management System (LMS) for all students in grades 3-12 and Seesaw for K-2.

- Math: K-5 Everyday Math, 6-12 Big Ideas
- Science: ES: Phenomenal Science/MS: MiSTAR/HS: Modeling Frameworks
- ELA: K-5 Bookworms, 6-12 Oakland Scopes Units
- Social Studies: K-5 MC3 Curriculum, 6-12 Discovery Ed Techbook to support MC3
- Health: Michigan Model for Health units approved by School Board
- World Languages: Spanish
- PK: GSRP High Scope

Resources that support planning around prioritized curriculum:

- FRCS Reopening Plan Infographic
- High-quality digital resources from MDE
- Achieve the Core ELA/Literacy and Math Priority Instructional Content Shared 7-14-2020 by MDE
- Michigan Assessment Consortium Reporting/Grading Guidance
- HighScope Key Developmental Indicators
- Early Childhood Standards of Quality

High Quality Instructional Methods and Intervention Programs:
Deep learning and student engagement are top priorities for our instructional vision - whether our learning environment is face-to-face, hybrid, or remote. Our Mission is “To provide quality educational programs, resources and the collaboration of support for all community members, enabling them to be competent, informed and involved citizens in an ever-changing society”. Our Professional Learning Community (PLC) structure provides opportunities for teachers to examine student work and make meaningful instructional decisions in a collaborative, systemic way.

We will continue to use the Tier 2 and 3 intervention programs we have in place for literacy and math in grades PreK-12 (K-5 Differentiated Instruction Block, Math Recovery in classrooms where those teachers have had professional development, etc…). We recognize that additional support may be necessary for students as we determine their needs in the first weeks of school. Our PLCs will keep a close eye on student needs and communicate needed intervention support to their building principals.

Resources that support instruction and intervention planning:

- Best Practices for Remote Teaching
- Student Intervention Toolkit
- Resources For Supporting Students With Disabilities
- Wayne County RESA Attending to Equity
- PLC Data Protocol, PLC Data Dialogue #1, PLC Data Dialogue #2, Using a simple clipboard to track student learning
Meaningful Assessment Methods:
Our district assessment plan provides PreK-12 teachers and students the ability to identify gaps in student learning and target individual student needs on an ongoing basis. Our emphasis on formative assessment fuels our PLC structure with many examples of student work to consider as teachers work together to plan next steps in instruction.

Resources to support meaningful assessment practices:
- What do we mean by formative assessment?
- Transcend Playbook p 72-74
- Preschool Assessment: A Guide to Developing a Balanced Approach

Integration of Social-Emotional Learning:
Supporting the social-emotional learning needs of students is necessary for academic success. As a staff we place a heavy emphasis on the well-being of students and staff to enable them to meet the significant challenges created by the pandemic and school closures. This includes weekly one-on-one student check-ins by the classroom teacher (elementary) or advisor (secondary) as well as having counseling services available for all students. Last year, we implemented Second Step SEL for grades K-5. Second Step SEL are skills based units for social and academic Success. When students are better equipped to manage their own emotions and build positive relationships, they are better equipped to learn. Grades 6-12 are creating their own units of study during academic lab time to support SEL. Because of this, we are well-poised to meet the needs of our students during this pandemic.

An advisory system has been put into place for secondary classrooms. This system will continue to support strong relationships between staff and students and will provide opportunities to focus on well-being, goal-setting, and self-reflection. Advisors will document weekly interactives with each advisory student on course content or course progress, thus meeting the count day pupil accounting requirements.

Special Education:
Students’ IEPs, IFSPs, and 504 plans will be revised in coordination with general and special education teachers to address any data-driven accommodations and/or services that are needed due to known changes in students’ needs.

The Roadmap highlights:
- Commencing intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
- Establishing 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.
- Developing 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.
**Postsecondary Transitions:**
In close collaboration with our high school principals, counselors, college advisors and local college access network members, we will be working diligently to secure support for students who are transitioning to postsecondary. These supports will encompass:

- Determining what resources should be shared with Class of ’21 and Class of ’22 students and families.
- Planning for fall administration of SAT and ensuring that high school staff are communicating regularly with seniors.
- Providing resources, information, and training to parents and students. This will include a wide continuum of topics such as FAFSA completion, college application preparation, stackable certifications, etc.
- Utilizing counselors and/or college advisors to provide continued support to Tuition Incentive Program (TIP) eligible students. Monitor the number of TIP eligible students who are enrolling in college.
- Coordinating efforts with our local college access network, counselors, and college advisors.
- Monitoring the impact and perhaps unintended consequences created by moving to Credit/No Credit for spring 2020. We will ensure all transcripts note the COVID19 closure and any resulting changes in grading.
- Creating measures/processes to identify students who may need additional support.
- Hosting a College and Career Fair that is tentatively scheduled as face-to-face for Spring 2021. Based on the current conditions in the spring, we may have to move this to a virtual format.

**Resources that support postsecondary transitions:**
- [College and Career Readiness COVID-19 ISD College Access Network](#)

**Schedules and Routines:**
A cohorting model will be used for our elementary. Students in grades PreK-5 will be in school every day for six hours. Our secondary schedule has been adjusted to minimize mingling between students while allowing for choice in course options.

**Scheduling Resources:**
- [Scheduling the COVID-19 School Year - Edweek.org](#)
- [Schedule Outlines](#)
- [Advisory Structures](#)
- [Scheduling Structures Table](#)
- [LARA Guidelines for Safe Child Care Operations](#)

**Elementary School Schedule and Considerations K-5:**
- Face-to-face class with teacher every day
- Students stay together as a class and do not mingle with other classes
  - Tier 1 Instruction in core content provided by classroom teachers
  - Tier 2 support provided by classroom teachers happens here
  - Tier 3 support pushes into the classroom
- Students in need of Tier 3 support will receive the additional support during their regularly scheduled differentiation time (DI).
- Recess: Organize recess schedule so that each class remains separate from other classes and classroom teachers supervise recess for their class
- Online instruction led by classroom teachers during ONLINE Support Time
- The elementary school will follow a curriculum blocked schedule.
- Students will follow staggered passing times during any class transitions.
- Each grade level will receive Spanish, music, physical education, STEAM, and art in addition to the core classes. All classes will adhere to the return to learn guidelines set by the state.
- Lunch: Students will eat lunch in their classrooms. Lunches will be supervised by lunch support. Students participating in the food service program will have lunches delivered to the classroom.
- Daily Teacher Common Prep: Teachers will have a common preparation period at the beginning of face-to-face learning days (M-F)

Elementary School Schedules

**Bobcean Daily Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>2nd Grade</th>
<th>YS &amp; K</th>
<th>1st Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:15-9:45</td>
<td>2 LIT BLOCK</td>
<td>Social Studies</td>
<td>1 LIT BLOCK/ PH</td>
</tr>
<tr>
<td>9:45-10:30</td>
<td>2 MATH BLOCK</td>
<td>K LIT BLOCK/ PH</td>
<td>Social Studies</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Lunch/ Recess</td>
<td>LUNCH/ Recess</td>
<td>1 MATH BLOCK</td>
</tr>
<tr>
<td>11:00-11:35</td>
<td>Social Studies</td>
<td>K MATH BLOCK</td>
<td>LUNCH/ Recess</td>
</tr>
<tr>
<td>11:35-12:10</td>
<td>DI</td>
<td>ONLINE Support</td>
<td>Science</td>
</tr>
<tr>
<td>12:10-12:45</td>
<td>Science</td>
<td>DI</td>
<td>Science</td>
</tr>
<tr>
<td>12:45-1:15</td>
<td>ONLINE Support</td>
<td>ONLINE Support</td>
<td>Science</td>
</tr>
<tr>
<td>1:15-1:45</td>
<td>Science</td>
<td>Science</td>
<td>Dismissal</td>
</tr>
<tr>
<td>1:45-2:15</td>
<td>Dismissal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:15-3:30</td>
<td>Dismissal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:30</td>
<td>Dismissal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Barnes Daily Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:45</td>
<td>Instruction Begins</td>
<td>4 LIT BLOCK</td>
<td>5 LIT BLOCK</td>
</tr>
<tr>
<td>8:45-9:15</td>
<td>ONLINE Support</td>
<td>ONLINE Support</td>
<td>ONLINE Support</td>
</tr>
<tr>
<td>9:20-9:50</td>
<td>3 LIT BLOCK</td>
<td>4 LIT BLOCK</td>
<td>5 LIT BLOCK</td>
</tr>
<tr>
<td>9:55-10:25</td>
<td>LUNCH/ Recess</td>
<td>Social Studies</td>
<td>LUNCH/ Recess</td>
</tr>
<tr>
<td>10:25-10:55</td>
<td>DI</td>
<td>LUNCH/ Recess</td>
<td>DI</td>
</tr>
<tr>
<td>11:00-11:35</td>
<td>3 MATH BLOCK</td>
<td>Social Studies</td>
<td>5 LIT BLOCK</td>
</tr>
<tr>
<td>11:35-12:15</td>
<td>Science</td>
<td>LUNCH/ Recess</td>
<td>LUNCH/ Recess</td>
</tr>
<tr>
<td>12:20-12:55</td>
<td>Science</td>
<td>DI</td>
<td>DI</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>Science</td>
<td>Social Studies</td>
<td>Science</td>
</tr>
<tr>
<td>1:35-2:05</td>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:10-2:45</td>
<td>Science</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Double click to return to [Table of Contents](#)
## Middle School Schedule

<table>
<thead>
<tr>
<th>Mon &amp; Thu</th>
<th>Tue &amp; Fri</th>
<th>Wednesdays</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>4th</td>
<td>Daily Teacher Prep 7:30 - 8:50</td>
</tr>
<tr>
<td>2nd</td>
<td>5th</td>
<td>Academic Lab 8:50 - 9:14</td>
</tr>
<tr>
<td>Lunch 1</td>
<td>10:22 - 10:52</td>
<td>1st 9:19 - 10:00</td>
</tr>
<tr>
<td>Lunch 2</td>
<td>10:57 - 11:27</td>
<td>2nd 10:05 - 10:46</td>
</tr>
<tr>
<td>Lunch 3</td>
<td>11:32 - 12:02</td>
<td>Lunch 10:51 - 11:21</td>
</tr>
<tr>
<td>3rd</td>
<td>6th</td>
<td>3rd 11:26 - 12:07</td>
</tr>
<tr>
<td>Dismissal will start at 1:55 and be done by 2:00</td>
<td></td>
<td>4th 12:12 - 12:53</td>
</tr>
</tbody>
</table>

- 3 x 3 block schedule in school with teachers Mondays, Tuesdays, Thursdays, and Fridays
- Online live instruction led by classroom teachers on Wednesdays
- Students will follow staggered passing times during the two class transitions. The extended passing times will allow teachers time to clean the classroom surfaces prior to the next group of students arriving
- On Wednesdays, students will be expected to be present virtually during each scheduled class period.
- The first class period of the day is longer than the other two periods in order to accommodate intentional staggered arrivals.
- Students will eat lunch in their classrooms or designated area. Students that elect our food service option will have their meal delivered to them in the classroom.
- Each grade level will have a required exploratory class (STEAM, Art, Home Economics). In addition to the four core classes and required exploratory class, students will be able to choose one elective. Music and PE classes will adjust curriculum so they don’t involve singing, playing wind instruments, or indoor perspiration.
- Tier 1, 2, and 3 Supports: The block schedule promotes Tier 1 and Tier 2 interventions in the classroom. Students in need of Tier 3 support will receive the additional support during their regularly scheduled exploratory or elective class time.
- Lunch: Students will eat lunch in their 3rd/4th period class. Lunches will be supervised by lunch support. Students participating in the food service program will have lunches delivered to the classroom.
- Daily Teacher Common Prep: Teachers will have a common preparation period at the end of face-to-face learning days (Mon, Tue, Thu, Fri) and the beginning of virtual learning days (Wed).
High School Schedule:

<table>
<thead>
<tr>
<th>Mon &amp; Thur</th>
<th>Tue &amp; Fri</th>
<th>Wednesdays</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>4th</td>
<td>7:00 - 8:50</td>
</tr>
<tr>
<td>2nd</td>
<td>5th</td>
<td>9:00 - 11:20</td>
</tr>
<tr>
<td>Lunch 1</td>
<td>9:30 - 10:00</td>
<td>1st</td>
</tr>
<tr>
<td>Lunch 2</td>
<td>10:10 - 10:40</td>
<td>2nd</td>
</tr>
<tr>
<td>Lunch 3</td>
<td>10:50 - 11:20</td>
<td>3rd</td>
</tr>
<tr>
<td>3rd</td>
<td>6th</td>
<td>11:30 - 1:15</td>
</tr>
<tr>
<td>4th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Face-to-face classes with teachers Mondays, Tuesdays, Thursdays, and Fridays.
- Online live instruction led by classroom teachers on Wednesdays at set scheduled times.
- FRCHS will follow a 3 x 3 block schedule for four days out of the week (all days except for Wednesdays). On Wednesdays, all six classes will meet virtually along with an additional advisory period (Academic Lab).
- Students will follow staggered passing times during the two class transitions. The extended passing times will allow teachers time to clean the classroom surfaces prior to the next group of students arriving.
- On Wednesdays, students will be expected to be present virtually during each scheduled class period.
- The first class period of the day is longer than the other two periods in order to accommodate intentional staggered arrivals.
- Electives: All electives will be held with proper social distancing and health protocols in place. Curriculum will be adjusted in Music & PE so they don’t involve singing, playing wind instruments indoors, or indoor perspiration.
- Lunch: Students will eat lunch in their 2nd/5th period class or in small group areas. Lunches will be supervised by lunch support. Students participating in the food service program will have lunches delivered to the classroom.
- Tier 1, 2, and 3 Supports: The block schedule promotes Tier 1 and Tier 2 interventions in the classroom. Students in need of Tier 3 support will receive the additional support within their regularly scheduled classes or in additionally scheduled time.
Instruction - After School Starts

**Ensuring Learning:**
Once school starts, we will ensure learning for all students through our Professional Learning Community (PLC) structure. These meetings, which take place during common prep and will provide teacher teams with the time to ensure that every student:

- Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning
- Is assessed to determine student readiness to engage in grade-level content
- Is offered scaffolds and supports to meet their diverse academic and social-emotional needs

At these meetings, student work from formative assessments will be reviewed to plan next steps in the learning for each student. Overall data trends will be identified so that systemic supports and interventions can be planned. Specific assessments used will depend on the grade level and course (see district assessment plan). Ongoing early release day professional learning about formative assessment use in remote and hybrid environments will support this work as we move through the year.

Every two weeks, the building principal (or coach) will meet with each PLC to review pacing and monitoring of student progress. Following these meetings, the principal will communicate any resource requests needed to support interventions to the central office. These meetings will take place whether we are remote, hybrid, or face-to-face.

Extended day structures will be activated if we are unable to meet student needs during the school day. After-school support will be provided four days a week for ELA and math. Science and social studies support will be available two days a week.

For students needing additional support, teachers will communicate progress and targeted plans to families (in home language) every two weeks.

When schools re-open for in-person or hybrid instruction, we will continue revising students’ IEPs, IFSPs, and 504 plans 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.

Educators are reminded to consult with the recent guidance released by the Michigan Department of Education Office of Special Education below:


**Resources that support ensuring learning:**

- [Collaborative Inquiry Toolkit](#)
- [Assessment and Evaluation Resources WCRESA](#)
Shifting to a Remote Learning Environment:
To remain prepared for needed shifts to an all-district remote learning context, we will:

- Secure online tools and materials that will provide standards-aligned learning that is customizable to student needs.
- Integrate remote learning tools into PLC meetings and in-school instruction so that teachers and students remain ready for a possible transition to a remote context.
- The ideas in this article will support instructional decisions for remote learning.
- Use the following remote learning guidance based on grade level.
  - Prepare communication assets for key audiences (students, teachers, parents) that clarify new protocols and resources, share evidence of student learning, and ensure that all stakeholders receive status updates.

When in hybrid or remote learning modes we will:
- Confirm that devices distributed to all students during the first week of school (regardless of remote, hybrid, or face-to-face status) are functional.
- Activate our connectivity plan to ensure that all students and families have adequate connectivity to successfully engage in and complete schoolwork.
- Monitor online attendance through self-reflection. Students will complete a daily (on remote days) self-reflection of online learning in a Google Doc that they share with their advisor and other teachers. Grade-level appropriate tools will be developed for students to reflect on the quality of their work, teacher feedback, and learning progress.

Communications and Family Supports

District and Building Implementation Plan:

**Communication Systems:**
Based upon community feedback during Spring of 2020, we identified that multiple modes of communication (both one-way and two-way) enabled us to most effectively communicate with our families and students. We used and will continue to use multiple modes including our district website and social media sites, all call, Remind, and email. As we move forward we will implement the following communication protocols:
- Maintain timely, accurate, and clear two-way communication with families regarding student’s academic and social-emotional functioning and school and classroom information.
- Clearly communicate all plans and expectations for your child’s return to school including modes of assessment, details about curriculum and expectations for grade-level proficiencies.
- Ensure all communications are in both English and the home language of our students. We will use a variety of resources and tools.
See the Translation Resources section on the MDE webpage

- Ensure our teachers know and understand the school communication plan
- Ensure our teachers use the district’s remote learning platform(s) effectively and parents have access to the information
- Communicate in a timely manner when it becomes necessary to modify our modes of instruction

**Family Partnerships:**
We truly value our parents as essential partners in the educational process. Our families and students have experienced many unforeseen challenges and new experiences during the past few months. We expect that we will all continue to face new experiences in the fall and are committed to supporting our students and families. We plan to provide:

- Parent “101” sessions on the best way to access and use our digital resources
- Supports and resources for our families to use at home including specific strategies for supporting their child’s learning at home
- Opportunities for parents to build their digital literacy
- Google Meet sessions may be used where parents can interact with teachers to ask questions
- Virtual Superintendent and/or Principal roundtable sessions where parents can engage in informal conversation with school leaders

**Professional Learning**

**District and Building and Implementation Plan:**

**Professional Learning Structures:**

**Professional Learning Communities (PLCs):**
The primary purpose of this work is to ensure learning through Multi-Tiered Systems of Support (MTSS) where teachers collaborate around the following questions:

- What do we want our students to learn?
- How will we know if they have learned it?
- What will we do if they haven’t learned it yet?
- What will we do if they already know it?

To answer these questions, these teacher-led groups will engage in:

- Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed.
- Identifying students who did not engage in remote learning and develop a plan to provide additional support, if needed. Current teachers will work with students’ teachers from 2019-20 to share data and concerns about each student’s growth and needs.
- Identifying students who potentially need support– and plan supports for them.
- Monitoring student work and progress throughout the year, and planning next steps in the learning for students.

**Resources that support this work:**

- Collaborative Inquiry Toolkit
Virtual when necessary:
We believe that the best professional learning happens when educators can be in a room together— and that part of the time is spent observing classrooms and students in action. For the 2020-21 school year, we will not participate in real time observations in classrooms— we will instead use video where appropriate. We will also be nimble and able to hold any session virtually— whether we are open or closed.

Time:
Some professional learning will be offered asynchronously and some will be synchronous. The following times will be reserved for synchronous professional learning:
- Week of August 25 – 27, 2020
- Daily common planning time— once per month will be used for a PLC meeting
- School staff meetings- every other week on Wednesday

Professional Learning Topics:
- Well-Being: Social-emotional learning, trauma-informed best practices, identification of students at risk and proper referral protocols, self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma
- Equity: Restorative supports for educators and learning around equity, implicit bias, and culturally responsive education
- Remote/Hybrid Teaching and Learning:
  - Use and effectiveness of digital tools and resources that support remote learning
  - Design and development of blended and remote learning experiences that are equitable and engaging- and are aligned to our deep learning strategic plan priority
- Safety protocols: PPE, hygiene, social distancing, movement, screening, responding to symptoms, cleaning, medically vulnerable students

Resources that Support Professional Learning in these Topics:

Well-Being Resources
- Trauma: see pages 24 to 28 in Guidelines for Reopening Schools: An Opportunity to Transform Public Education and Tips for Survivors of Disaster or Other Traumatic Event, How Trauma Effects Kids in School
- Social Emotional Learning, Mindfulness for Children

Equity Resources
- Equity and implicit bias: Talking to Children About Racism, Changing Minds to Address Poverty in the Classroom

Remote Learning Resources
- Best Practices for Remote Teaching provides six strategies for working remotely with students
- Best Practices for Remote Learning in the Content Areas, (PBIS) Teaching Matrix for Remote Instruction This provides concrete strategies in a concise rubric that help foster a positive classroom
culture in a remote learning context

- National Institute for Excellence in Teaching (NIET) Rubric for Virtual Learning is an extensive and detailed rubric that describes ways that strong teaching practice translates to the remote learning environment
- Learning at a Distance Matrix
- Flipped Learning Conference

Other Resources
- Asynchronous Professional Learning Modules
- Michigan Virtual Remote Learning Training for Teachers

Phase 4 - Operations

Facilities

1. Audit necessary materials and supply chain for cleaning and disinfection supplies.
2. Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
   a. Advocate for ISDs to coordinate with LEMPs.
3. Audit any additional facilities that the district may have access to that could be used for learning.
4. Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.
5. Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.
6. Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
7. Encourage schools to provide advanced training for custodial staff.
8. Custodial staff should continue deep cleaning over the summer.
9. Audit all school buildings with a focus on:
   a. How many classrooms are available;
   b. The size of each classroom;
   c. Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
   d. The ventilation in each classroom.
10. Audit school security protocols to decide if any process changes need to be implemented.
11. School security staff should follow CDC protocols if interacting with the general public.
12. Maintain facilities for in-person school operations.
   a. Check HVAC systems at each building to ensure that they are running efficiently.
   b. Air filters should be changed regularly.
   c. Custodial staff should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
   d. Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.
e. Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.

13. School leaders should conduct and document a facility walk-through with the Shared Services Director team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.

14. Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low-income students, and students with special needs.

15. Procure level-1 surgical masks for cleaning and janitorial staff.

Budget, Food Service, Enrollment, and Staffing

- Support schools in assessing student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).
- Support schools in conducting staff and student outreach to understand who is coming back.
  - For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.
  - Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).
  - For students, this should include those with preexisting conditions who may need a remote learning environment.
- Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
- Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
- Recruit, interview and hire new staff.
- Consider redeploying underutilized staff to serve core needs.
- Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.
- Communicate any student enrollment or attendance policy changes with school staff and families.
- Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
- Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
- Inventory how many substitute teachers are available.
- Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
- Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
Technology

**Before Schools Reopen for In-Person Instruction**

In order to make effective, data-informed decisions about implementing and supporting remote learning, our families have been surveyed about the numbers, types, and condition of devices available in their home. We will also collect data about the availability and capacity of Internet connectivity in each house.

Results from the survey have been compiled and shared at the district and building level. This data will be utilized to help inform the building's decision-making.

The district supports the use of technology for teaching and learning, particularly remote learning, as outlined in this Preparedness Plan. This plan has been developed collaboratively with representatives from all schools and departments with input from teachers, principals, parents, students, and district Technology Department personnel, along with support from our ISD and state organizations including MAEDS and MACUL. This plan describes the district's process for selecting, implementing, and supporting new hardware, software, and apps for teaching and learning, as well as ongoing procedures for cleaning, repairing, and maintaining devices, particularly throughout transitions between in-person and remote learning.

In an effort to protect student online safety and privacy, the district has developed a technology policy that requires teachers to utilize only approved websites and applications with students. Recognizing the need for flexibility, we have built in an application process for staff to receive approval for new websites or applications.

Additionally, from time to time the district may utilize outside resources from the ISD or other approved vendors for specialized or time critical tasks for which the expertise or staff availability don’t exist within the district team.

To support families and their students during remote learning, the district has established the following avenues to access help desk services:

- Check the resources related to our district’s current technology solutions Family Technology Support Page website ([https://sites.google.com/flatrockschools.org/helpdocs/home](https://sites.google.com/flatrockschools.org/helpdocs/home)) including quick start guides and tutorials
- Email Help Desk System at HomeTech@flatrockschools.org
- Leave a voicemail at (734) 535-6552

If a teacher gets a request or hears of a need when communicating with students/families, they will forward
those concerns on behalf of the family using these procedures

If Schools are Instructed to Close for In-Person Instruction

Students who require a device for use at home have had one assigned to them through the district’s Mobile Device Management System. The device has been located in the student’s school if it is a shared device, or assigned to the student specifically.

When school is instructed to close and it is known before dismissal, each student will be sent home with their assigned device. When that isn’t possible, or the school is instructed to close when students are not on-site, the school will communicate a schedule for parents to collect their students’ devices in a drive-thru pickup process on the first available school day after closure.

We will communicate consistent procedures for return and inventory of school-owned devices as part of the school technology plan. The procedures will include:

- Safely bagging devices collected at schools;
- Transporting them to a central location;
- Sanitizing the devices prior to a repair or replacement evaluation; and
- Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.

When devices are to be returned, schools will be provided a supply of 2-gallon (17”x13”) resealable bags for each student. Each bag will have the student’s name marked on it (printed on labels from Student Information System), and the family will be instructed to place the device(s) inside the bag before collection. Devices will remain bagged for 14 days (or as long as possible) before opening, cleaning, and disinfection.

All devices will be cleaned and disinfected according to CDC Guidelines as described in this guide from Yale Environmental Health and Safety. Each device will be inspected for hardware repair needs (missing or loose keys, screen cracks, other atypical wear and tear, battery/charging concerns). Finally, the device will be restored to the district’s standard image and re-enrolled (if necessary) into the Mobile Device Management system assigned to the appropriate Organizational Unit (School, Cart, Classroom, etc.)

Replacement or upgraded devices that have been ordered may not arrive before the start of the school year. When they arrive, the new devices will be traded for these current devices according to the district’s replacement and upgrade schedule, and the older devices will be disinfected, reset, and maintained as an inventory to be used as loaners when repairs are required on assigned machines.

Access points in all buildings will be repositioned to provide connectivity from the parking lots if able. Temporary signs will be installed in parking lots to indicate public WiFi access locations and encourage safe access (social distancing, stay in vehicle, etc.)

Buses may be equipped with WiFi and may be deployed to strategic locations throughout the community to serve areas identified as lacking internet access where a community partner for a semi-permanent installation cannot be identified.

When Schools Reopen for In-Person Instruction

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All remote lessons will follow our established curriculum and be delivered through Google Classroom or Seesaw for the course. The lessons delivered through Google Classroom and Seesaw are available to district curriculum staff to review for effectiveness, enhancement, and sharing. This also provides a historical record of content delivered remotely.

To the extent possible, teachers are encouraged to continue using Google Classroom and Seesaw to deliver content and assignments during in-person instruction to familiarize students with the remote learning tools and to minimize disruptions caused by transitioning between in-person and remote learning and back again.

The district will elicit input from staff at least monthly through a short survey and feedback form related to challenges and solutions related to delivering remote learning through technology. This feedback will be reviewed by the District Technology Team and be used to update guidance and procedures documented in this Plan.

The district will review Help Desk tickets from staff and families at least monthly to identify common support issues and solutions to be shared through updated FAQ and resources on the district’s resources website. This data will also be used to update guidance and procedures documented in this Plan.

District staff will use network monitoring tools to verify all switches and wired connections are active and functional, physically addressing any concerns as needed.

District WiFi Controller tools will be used to restart and monitor the status of all Access Points (APs). Any APs with concerns or not responding will be physically reset and verified.

As necessary, temporary guest or public access SSIDs will be enabled or disabled.

The district will review available data including staff feedback, parent feedback, help-desk data, and emerging teaching and learning needs identified by School Technology Contacts to continually update the guidance and procedures documented in this Plan. The Technology Director will seek, evaluate, and propose successful solutions from other school districts as appropriate. Our local ISD will be a resource for these possible solutions.
Transportation

Link to Busing and Student Transportation

MI Safe Start Phase 5 - In-Person Instruction

- New cases and deaths continue to decrease for an additional period of time.
- At this point, 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 often fall much lower than earlier phases.
- Rapid case investigation, contact tracing, and containment strategies cause new cases to continue to fall.

Phase 5 - How it differs from Phase 4

The requirements and recommendations of Phase 5 are all in Phase 4. For example, some of the Phase 4 requirements become strong recommendations in Phase 5, and some of the strong recommendations in Phase 4 are reduced to recommendations.

MI Safe Start Phase 6 - Post Pandemic

- Post-Pandemic.
- Few, if any, active COVID-19 cases locally.
- Community spread not expected to return.
- Sufficient community immunity and availability of treatment.

Phase 6 - How it differs from Phase 5

Phase 6 of Michigan’s 2020-21 Return to School Roadmap only has recommendations for safety protocols. These recommendations are dramatically reduced from what is in Phases 4 and 5. Most of them represent basic cleaning and hygiene routines that should be standard at all times.