



Gladwin Community Schools

Return to Learning Plan

2020-21

Draft

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Introduction

This plan focuses on Phase **4** of *Michigan's 2020-21 Return to School Roadmap*. Gladwin Community Schools has already created a comprehensive plan for Phases **1** to **3** in their Continuity of Learning Plan. Since the requirements and recommendations of Phase **5** are all in Phase **4**, the two plans are essentially the same. 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.

All "Requirements" of Michigan's Return to School Roadmap will be followed. Additionally, Gladwin Community Schools will be implementing the "Recommendations" and "Strong Recommendations" as outlined in the following pages.

Assurances

Gladwin Community Schools commits to implement the following as outlined in the Governor's [Executive Order 2020-142](#).

1. The 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 - Reopening 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

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

Requirements from the Michigan Return to School Roadmap

1. 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, and will wear a face shield instead. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.
 - a. PreK-5 and special education teachers should consider wearing clear masks.
 - b. Homemade facial coverings must be washed daily.
 - c. Disposable facial coverings must be disposed of at the end of each day.
2. Facial coverings must be worn by preK-12 students, staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
3. 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.
 - a. Homemade facial coverings must be washed daily.
 - b. Disposable facing coverings must be disposed of at the end of each day.
 - c. Note: Staff serving students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.
4. 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.
5. All students in grades K-5 must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

Strongly Recommended from the Michigan Return to School Roadmap

6. Facial coverings should be considered for preK students and students with special needs in hallways and common areas.
7. Facial coverings are not recommended for use in classrooms by children ages 3 and 4.
8. Facial coverings should never be used on children under age 2.

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.
- 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 district.
- Fabric disposable face coverings will be ordered and provided to every student and staff member on a daily basis, if they do not have their own serviceable mask. These will be placed on busses and in the classrooms every evening by the custodial and transportation personnel. Fabric and clear face coverings will be provided to preK-5 teachers. Any other teacher at any grade level may also request a clear face covering if they so choose.
- 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 medical documentation.
- Exempted individuals will be recorded in a master database and issued a face shield to wear in lieu of a mask.
- PreK-5 students will not be required to wear a face covering once they are in their classroom. 6-12 students will be required to wear a mask during the school day. Multiple mask breaks will be built into the day.
- 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. Refusal will be considered insubordination and disciplined accordingly.
- Students showing patterns of non-compliance will be removed from the school building and placed into remote instruction until the student agrees to comply with this safety protocol. Parents will be notified of each instance of non-compliance by the administration. Continued removals from the school building will result in permanent placement into remote instruction with the student being banned from coming to the school site.
- Staff who are capable of wearing a face covering and refuse to do so will be addressed by the school administrator and could face progressive disciplinary measures up to and including termination.
- Guests to the school building (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 asked to leave the building. 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

Requirements from the Michigan Return to School Roadmap

1. Adequate supplies of soap, hand sanitizer with at least 60% alcohol, paper towels, tissues, and signs reinforcing proper handwashing techniques will be provided to support healthy hygiene behaviors
2. Staff will teach and reinforce handwashing with soap and water for at least 20 seconds and/or

the safe use of hand sanitizer that contains at least 60% alcohol.

Strongly Recommended from the Michigan Return to School Roadmap

3. Staff and students will cough and sneeze into their elbows or cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
4. Soap and hand sanitizers will be systematically and frequently checked and refilled.
5. Students and teachers will have scheduled handwashing with soap and water every 2-3 hours.
6. Students and staff will limit sharing of personal items and supplies such as writing utensils.
7. Students' personal items will be kept separate and in individually labeled cubbies, containers, or lockers.
8. Staff will limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
9. Portable handwashing and/or hand sanitizing stations will be procured and set up throughout school buildings where needed.

District and Building Implementation Plan:

- Every classroom will be supplied with a fixed hand sanitizing station.
- Supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) will be checked daily and restocked in the classroom.
- Teachers will contact the office immediately if supplies run 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 opportunities
 - Room and materials cleaning schedule
- Teacher or other school personnel 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 etc.
 - Post signage related to cleaning and hygiene strategies in each room, restroom, throughout the hallways by August 31
 - Monitor hygiene supplies and refill as needed three times daily
 - Sharing school supplies will be limited, and each student will have their own supply container 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

Strongly Recommended from the Michigan Return to School Roadmap:

1. Space desks six feet apart in classrooms.
2. Class sizes should be kept to the level afforded by necessary spacing requirements. In classrooms where large tables are utilized, space students as far apart as feasible.
3. As feasible, arrange all desks facing the same direction toward the front of the classroom.
4. Teachers should maintain six feet of spacing between themselves and students as much as possible. Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
5. Post signage to indicate proper social distancing.
6. Floor tape or other markers should be used at six foot intervals where line formation is anticipated. Provide social distancing floor/seating markings in waiting and reception areas.
7. Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
8. Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.

Recommended from the Michigan Return to School Roadmap:

1. If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations should be made for students with allergy-induced asthma.
2. As able and appropriate, schools should try to cohort groups of students to isolated hallways or areas that can be monitored.
3. As able, “specials” (like art, music, and library) should be brought to the classrooms instead of having students move to different locations.
4. If all students cannot fit in the classroom space available, a school may consider implementing a staggered school schedule that incorporates alternative dates of attendance or use of virtual teaching. If a staggered school schedule is adopted, schools should partner with community organizations to identify safe spaces where children can engage virtually, especially if family members work and children cannot be home alone.
5. Efforts should be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals should be used if feasible to minimize the number of persons in the hallways as able.

District and Building Implementation Plan:

1. Desks will be separated to allow for 6 feet of space where possible
2. Where 6 feet of spacing is not possible, desks and tables will be outfitted with 3 sided clear shields.
3. In classrooms where large tables are utilized, students will be spaced as far apart as feasible.
4. As feasible, all desks will be arranged facing the same direction toward the front of the classroom.

5. Teachers should maintain six feet of spacing between themselves and students as much as possible.
6. Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
7. Signage will be posted to indicate proper social distancing.
8. Floor tape or other markers should be used at six foot intervals where line formation is anticipated.
9. Social distancing floor/seating markings will be placed in waiting and reception areas.
10. Signs will be placed on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
11. Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.
12. Windows will be kept open when possible
13. Restroom sinks will be disabled and marked out of order if they are closer than 3 feet.
14. Cohort grouping will be used in grades K-8.
15. High School passing times will be staggered to minimize the number of students in the hallways.
16. As able, "specials" (like art, music, and library) should be brought to the classrooms instead of having students move to different locations.

Screening Students and Staff

Requirements from the Michigan Return to School Roadmap

1. Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff. (TBD by Local or State Health Department)

Strongly Recommended from the Michigan Return to School Roadmap

2. Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.
3. Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
4. Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
5. Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

District and Building Implementation Plan:

- A copy of the District's screening and exposure plan will be submitted to the County Health Department.
- 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.
- Each building will have an identified and trained staff person to serve as the "quarantine officer". These duties will take precedence over any other responsibilities and therefore this individual must have the flexibility to leave their regular assignment at a moment's notice.
- Gladwin Community Schools has hired two full time Medical Assistants, supervised by a Registered Nurse, to assist in all health issues and training of regular staff.
- Parent communication will be made immediately with clear and concise directions on where and how to pick up the student.
- Return to school or work will be determined in consultation with local Health Department personnel.
- 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.
- All school staff will be required to conduct a health safety self assessment at home prior to coming to work and verifying such by completing log in each school office.
- Staff who are unable to work due to displaying COVID-19 symptoms will be required to report this to the school. Staff will return to work based on consultation with local Health Department personnel.
- Positive tests for staff members will result in a required quarantine away from school for 14 days. Days of quarantine for COVID-19 positive results will NOT count against employee sick time allocations.
- Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
- Each building will have two entrances equipped with temperature scanning gates. All students and visitors will be required to enter the building through these gates. Visitors with a temperature above 100.4 will not be allowed into the building. Students with a temperature above 100.4 will be taken to the nurses station for evaluation by a medical assistant. Arrangements for having the student picked up will be made if necessary.

Testing Protocols for Students and Staff and Responding to Positive Cases

Requirements from the Michigan Return to School Roadmap

1. Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff. (TBD by Local or State Health Department)

Strongly Recommended from the Michigan Return to School Roadmap

2. 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.
3. 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.
4. 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/ local health department guidelines.
5. 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.
6. 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.

Building and District Implementation Plan:

Gladwin Community Schools will implement all of the above recommendations and strong recommendations.

Responding to Positive Tests Among Staff and Students

Requirements from the Michigan Return to School Roadmap

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

Strongly Recommended from the Michigan Return to School Roadmap

2. Notify Public Health - Gladwin 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.
3. Public Health - Gladwin 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.
 - a. Public Health - Gladwin County, depending on the situation, may identify other contacts who require quarantine. Schools can help the Public Health - Gladwin County by collecting data and contact information of those exposed.
 - b. 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).

4. Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Public Health - Gladwin County will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
5. Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.
6. If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

Building and District Implementation Plan:

Gladwin Community Schools will follow all of the Requirements, recommendations and strong recommendations listed above.

Food Service

Requirements from the Michigan Return to School Roadmap

1. Indoor assemblies that bring together students from more than one classroom will be prohibited.

Strongly Recommend from the Michigan Return to School Roadmap

2. Classrooms and outdoor areas should be used for students to eat meals at school, if distancing guidelines cannot be met.
3. If cafeterias must be used, meals times should be staggered to create seating arrangements with six feet of distance between students.
 - a. Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
 - b. Students, teachers, and food service staff should wash hands before and after every meal.
4. If possible, school-supplied meals should be delivered to classrooms with disposable utensils.

District and Building Implementation Plan:

- All students will be served lunch in classrooms. Food Service staff will drop off bag/box lunches and disposable utensils, on a cart to the classroom prior to the designated lunch period.
- Outside eating will be allowed when possible.
- 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.

Gatherings and Extracurricular Activities

Requirements from the Michigan Return to School Roadmap

1. Indoor assemblies that bring together students from more than one classroom will be prohibited.

Strongly Recommend from the Michigan Return to School Roadmap

2. Students, teachers, and staff should wash hands before and after every event.
3. Large scale assemblies of more than 50 students are suspended.
4. Off-site field trips that require bus transportation to an indoor location are suspended.
5. Recess should be conducted outside whenever possible with appropriate social distancing and cohorting of students.
6. If possible, schools should offer telecasting of assemblies and other school-sanctioned events.
7. Extracurricular activities may continue with the use of facial coverings.

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 classrooms on a playground for recess at a time. The playground will be divided to keep cohort groups together.
- Playground supervisors will be asked to move around the playground separating students congregating in groups of more than 10. Students will use hand sanitizer before entering the building.
- Elementary - Due to social distancing on the playground a rotating lunch recess schedule will occur for the week.
- All field trips are suspended, this will be reviewed as we move to Phase 5.
- All extracurricular activities will require face covering. 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

Requirements from the Michigan Return to School Roadmap

1. 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).
2. 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.
3. All equipment must be disinfected before and after use.

4. 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.
5. 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.
6. Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
7. Handshakes, fist bumps, and other unnecessary contact must not occur.
8. Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
9. 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

Requirements from the Michigan Return to School Roadmap

1. 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.
2. 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.
3. Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
4. Playground structures must continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.
5. 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.
6. Staff must wear gloves, surgical masks, and face shield when performing all cleaning activities.

District and Building Implementation Plan:

- 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 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. Students will be provided with child safe

- disinfecting wipes to be used to clean their personal space or desk in each classroom.
- 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 during the day.
 - Classroom teachers and students 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.
 - Playground equipment will be cleaned daily.
 - Training on cleaning materials and protocols will be provided to the staff the first week of school. This training will show the use of PPE when cleaning, protocols for the classroom and storage of cleaning materials.

Busing and Student Transportation

Requirements from the Michigan Return to School Roadmap

1. Drivers will require the use of hand sanitizers before entering the bus. Hand sanitizer will be supplied on the bus.
2. The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus.
 - a. 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.
3. Transportation vehicles will be cleaned and disinfected before and after every transit route. Children must not be present when a vehicle is being cleaned.
4. Frequently touched surfaces in the vehicle will be cleaned and disinfected (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.
5. Equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools will be cleaned, sanitized, and disinfected daily.
6. Create a plan for getting students home safely if they are not allowed to board the vehicle.
7. If a student becomes sick during the day, they will 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.
8. Weather permitting, doors and windows will be kept open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
9. Weather permitting, keeping windows open while the vehicle is in motion will be considered to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

District and Building Implementation Plan:

- A meeting has been held with district and contracted transportation departments to review the criteria required for Phase 4 and discuss concerns or issues arising.
- Contracting companies will sign an assurance statement, verifying that they can and will

- comply with the items required.
- Contracts will be altered as needed to address required cleaning, sanitizing and professional development to maintain the fleet.
 - Busses will be fitted with mounts for hand sanitizer at the entrance to each bus.
 - Transportation contractors will ensure cleaning supplies in compliance with the CDC are utilized to clean busses between routes, including areas of frequent areas of contact.
 - Disposable face masks will be placed at the entrance of the bus.
 - Develop and communicate a policy to families related to the mandatory face covering 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.”
 - 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 en route and when stopped.
 - On buses with specialized transportation and equipment needs, bus aides or drivers will wipe down the equipment before using the bus.
 - Assigned seats will be utilized in such a manner as to keep students from the same household sitting together.

Medically Vulnerable Students and Staff

Strongly Recommended from the Michigan Return to School Roadmap

1. 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.
2. Staff and students with medically documented conditions placing them at high risk will be handled on a case by case and HIPPA compliant manner.

Recommended from the Michigan Return to School Roadmap

1. Pertaining to medically vulnerable students, revise the school’s remote learning plan to incorporate feedback and input from teachers, families, students, and school leaders and improve its effectiveness. Share it with all involved stakeholders.
2. Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should have N95 masks.
3. Enable staff who are high-risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible. Meaningfully engage and consult with local bargaining units.

District and Building Implementation Plan:

- Identify all health care plans, IEPs, IFSPs, and 504 plans, update as necessary.
- 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. For example, there are exemptions to wearing face coverings for students with certain conditions. Update plans as needed.
- Any staff member with a medically documented condition placing them at high risk, who wishes to ask for reasonable accommodations, will be required to schedule a meeting with the Human Resource office, no later than August 10th, to discuss options for reasonable accommodation.
- Regularly meet with local bargaining units to address staff concerns.
- Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should have N95 masks.

Phase 4 - Mental & Social-Emotional Health

Strongly Recommended from the Michigan Return to School Roadmap

1. Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
2. Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
3. Encourage the identification of a point person or establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.
4. Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).
5. 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.
6. Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
7. Provide resources for staff self-care, including resiliency strategies.
8. Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
9. Leverage MDE resources for student and staff mental health and wellness support.
10. Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).

11. Communicate with parents and guardians, via a variety of channels, return to school transition information including:
 - a. Destigmatization of COVID-19;
 - b. Understanding normal behavioral response to crises;
 - c. General best practices of talking through trauma with children; and
 - d. Positive self-care strategies that promote health and wellness.

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. Our intentions are to implement all of the “Strong Recommendations” listed above

Screening and Referral Process To Identify and Support The School Community

Gladwin Community School District will establish 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 high risk 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 currently utilize the following screeners:

- Ages and Stages Questionnaire-Social Emotional (ASQ-SE) for all pK-K students
- Student Risk Screening Scale (SRSS) for all students in grades 1-12, which is a free screener.

We have identified our Special Education Director as the point person to centralize mental health referrals, communications to families/students, and public-facing wellness materials.

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

Resources To Support The School Community

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.

School Social Workers and Counselors will be available to both students and parents.

Phase 4 - Instruction

Governance

Strongly Recommended from the Michigan Return to School Roadmap

1. Establish a District Covid 19 planning group.
2. Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
 - a. Revise the district's remote learning plan to incorporate the feedback received, and input from stakeholders, to improve its effectiveness.
 - b. Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

District and Building Implementation Plan:

- The DSIT is composed of teachers, administrators, support staff and parents and will serve as the COVID 19 planning group. The team is led by the superintendent.

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)

Strongly Recommended from the Michigan Return to School Roadmap

1. Activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.
2. Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:
 - a. Best practices for blended or remote learning.
 - b. Grade-level proficiencies.
 - c. Modes of student assessment and feedback;
 - d. Differentiated support for students.
 - e. The inclusion of social-emotional learning; and
 - f. Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.
3. Set an instructional vision that ensures that:
 - a. Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.

- b. Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
 - c. Every students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
4. Secure supports for students who are transitioning to postsecondary.
5. Support schools to implement grade-level curricula that are aligned to Michigan preK-12 standards.
 - a. Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
6. Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
 - a. Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
 - b. Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
7. Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
8. Remain connected with MDE about policies and guidance.
9. 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.

District and Building Implementation Plan:

Instruction - Before School Starts

Vision:

- **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.
- **Deep Learning and Student Engagement:** Finding ways to empower students to connect learning to their world through innovative instructional design and assessment is a priority. We recognize that teaching the same content in the same way will not be possible during this pandemic. We are committed to focusing our curriculum on the most important standards and teaching those standards to mastery.
- **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 spend considerable time grappling with where students are in their learning and figuring out the next steps for each student.

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.

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 or remote.

We will continue to use the Tier 2 and 3 intervention programs we have in place for literacy and math.

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.

Special Education:

Staff are prepared to revise students' IEPs, IFSPs, and 504 plans 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.

Schedules and Routines:

A cohorting model will be used for our elementary and middle schools. Students in grades PreK-8 will be in school every day. Our high school schedule has been adjusted to minimize mingling between students while allowing for choice in course options.

Elementary/Intermediate School Schedule and Considerations:

- **Face-to-face class with teacher - every day (8:20 - 3:36)**
- **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
- **Specials:** Specials schedule (5 day rotation): specials teachers travel to classroom - students remain in place (Music and PE classes will adjust curriculum so they don't involve singing, playing wind instruments, or indoor perspiration)
- **Lunch:** Lunch will be provided in the classrooms.
- **Recess:** Organize recess schedule so that each class remains separate from other classes and aides supervise recess. The playgrounds will be divided into sections for each class.

Middle School Schedule and Considerations:

- **Face-to-face classes with teachers - every day, 8:25 - 3:21**
- **Cohort model** - students stay in one room for classes, teachers rotate
- Students stay together as a cohort and do not mix with other cohorts

High School Schedule and Considerations:

- **Face-to-face classes - every day, 8:25 - 3:21**
- **Students move from class to class** (a cohort model won't work with high school due to the wide variation of student schedules)
- Staggered passing times will allow for social distancing
- Lunches will be served in the classrooms

Instruction - In-Person

Strongly Recommended from the Michigan Return to School Roadmap

1. Ensure that every student:
 - a. Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning;
 - b. Is assessed to determine student readiness to engage in grade-level content; and
 - c. Is offered scaffolds and supports to meet their diverse academic and social-emotional needs.
2. Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.

3. Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
4. Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.
5. Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
6. Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
7. 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.
8. 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.

Instruction - After School Starts

Ensuring Learning:

Once school starts, we will ensure learning for all students through our curriculum QUESTions model. We will ensure that students have access to standards aligned curriculum and:

- are assessed to determine student readiness to engage in grade-level content
- are offered scaffolds and supports to meet their diverse academic and social-emotional needs

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.

Shifting to a Remote Learning Environment:

To remain prepared for needed shifts to an all-district remote learning context, we will:

- Secure appropriate tools and materials that will provide standards-aligned learning both online and off.
- Prepare for reaching students who have no connectivity.
- Integrate remote learning tools into in-school instruction so that teachers and students remain ready for a possible transition to a remote context.

Communications and Family Supports

Strongly Recommended from the Michigan Return to School Roadmap

1. Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:
 - a. Expectations around their child's return to school
 - b. Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and

- c. Plans for each of the different school opening scenarios.
2. Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with:
 - a. Training about how to access and use the school's chosen digital systems and tools;
 - b. Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
 - c. Opportunities to build their digital literacy; and
 - d. Strategies to support their child's learning at home.

District and Building Implementation Plan:

Communication Systems:

We used and will continue to use multiple modes including our district website and social media sites, all call, email and text messaging. 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 our teachers know and understand the school communication plan
- Ensure our teachers use the district's remote learning platform effectively and parents have access to the information
- Communicate in a timely manner when it become 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:

- 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
- Zoom Q&A sessions 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

Strongly Recommended from the Michigan Return to School Roadmap

1. Provide adequate time for schools and educators to engage in:
 - a. Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;

- b. Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year;
 - c. Identify students who potentially need additional support; and
 - d. Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
2. Create a plan for professional learning and training, with goals to:
 - a. Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
 - b. Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
 - c. Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

District and Building and Implementation Plan:

Our professional learning priorities remain:

- **Well-Being**
- **Deep Learning and Student Engagement**
- **Using data to provide flexible and differentiated instruction**

Virtual when necessary:

We believe that the best professional learning happens when educators can be in a room together. That being said, we will be flexible when planning professional development with a focus on staff safety.

We will develop plans for providing some professional development asynchronously.

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
- **Remote 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.

Phase 4 - Operations

Facilities Gladwin Community Schools will follow the following:

Strongly Recommended from the Michigan Return to School Roadmap

1. Audit necessary materials and supply chain for cleaning and disinfection supplies.
2. Audit any additional facilities that the district may have access to that could be used for learning.
3. 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.
4. 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.
5. Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
6. Encourage schools to provide advanced training for custodial staff.
7. Custodial staff should continue deep cleaning over the summer.
8. 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.
9. Audit school security protocols to decide if any process changes need to be implemented.
10. School security staff should follow CDC protocols if interacting with the general public.
11. 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 checked 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.
12. School leaders should conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
13. Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, and students with special needs.
14. Procure level-1 surgical masks for cleaning and janitorial staff.

Budget, Food Service, Enrollment, and Staffing

Strongly Recommended from the Michigan Return to School Roadmap

1. 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).
2. Support schools in conducting staff and student outreach to understand who is coming back.
 - a. For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.
 - b. 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).
 - c. For students, this should include those with preexisting conditions who may need a remote learning environment.
3. Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
4. 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.
5. Recruit, interview and hire new staff.
6. Consider redeploying underutilized staff to serve core needs.
7. Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.
8. Communicate any student enrollment or attendance policy changes with school staff and families.
9. Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
10. Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
11. Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
12. Inventory how many substitute teachers are available.
13. Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
14. 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.
15. Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
16. Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
17. Work with school leaders to orient new school staff to any operational changes.

18. Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
19. Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

District and Building Implementation Plan:

Gladwin Community Schools will implement the above strong recommendations.

Technology

Strongly Recommended from the Michigan Return to School Roadmap

1. Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
2. Designate a single point of contact in each school to plan and communicate with district technology teams.
3. Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.
4. Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
5. Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
6. Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology. (For example, the existing parent organization may be able to fulfill this role).
7. Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should include:
 - a. Safely bagging devices collected at schools;
 - b. Sanitizing the devices prior to a repair or replacement evaluation;
 - c. Ordering accessories that may be needed over the summer; and
 - d. Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
8. Identify an asset tracking tool.
9. Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
10. Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
11. Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.

12. Develop a technology support plan for families.

District and Building and Implementation Plan:

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 and types of devices available in their home. We will also collect data about the availability and capacity of Internet connectivity in each house.

- Matt Shefferly our District Technology director will serve as the point of contact for all technology issues for both Face - to- Face and remote instruction.

If Schools are Instructed to Close for In-Person Instruction

The district will consider redeploying Google Chromebooks to homes without a device.

We will communicate consistent procedures for pickup, return and inventory of school-owned devices as part of a return to 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.*

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. 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.

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

Access points covering parking areas at community partner locations (township halls, government buildings, etc) listed below will be activated and tested for connectivity. District signs will be installed as allowed by community partners similar to signs at schools.

Buses equipped with WIFI 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

All remote lessons will follow our established curriculum and be delivered through Google Classroom for the course. The lessons delivered through Google Classroom 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 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 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.

The district will review available data including staff feedback, parent feedback, help-desk data, and emerging teaching and learning needs.

Students without connectivity will be provided with thumb drives containing all course lessons. Procedures will be developed to allow finished assignments to be collected and new assignments delivered.

MI Safe Start Phase 5

- 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.

If Gladwin Community Schools is placed in Phase 5, we will continue to follow all of our phase 4 planning. Adjustments to the plan will be made in consultation with local Health Department Officials.

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. A return to normal instruction and routines will occur.