



Lamphere Preparedness and Response Plan

Name of District: The Lamphere Schools

Address of District: 31201 Dorchester Madison Heights, MI 48071

District Code Number: 63280

Web Address of the District: www.lamphereschools.org

Contact: Dale C. Steen, Superintendent

Name of Intermediate School District: Oakland Schools

Preparedness Plan Introduction

Governor Whitmer's [Executive Order 2020-142](#) "provides a structure to support all schools in Michigan as they plan for a return of pre-K-12 education in the fall. Under the order, school districts must adopt a COVID-19 Preparedness and Response Plan laying out how they will cope with the disease across the various phases of the [Michigan Safe Start Plan](#). In turn, the accompanying Michigan Return to School Roadmap offers a guide to the types of safety protocols appropriate during each phase. There's no one-size-fits-all solution: What works in Lansing may not work in Sault Sainte Marie. Districts will retain the flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions." (EO-2020-142)

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

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

Preparedness Plan Assurances

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

- ✓ The District assures that when it provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education programs (IEPs).
- ✓ The District assures that when schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This assurance includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- ✓ The District assures that while any state of emergency or disaster related to the COVID-19 pandemic continues, it shall comply with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- ✓ The District assures that it shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will close its buildings to anyone except: (a) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions. (b) Food-service workers preparing food for distribution to students or their families. (c) Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will suspend athletics, after-school activities, inter-school activities, and busing.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement.
- ✓ The District assures that in **Phases 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continuation of food distribution to eligible students.
- ✓ The District assures that during **Phase 4** of the *Michigan Safe Start Plan* it will prohibit indoor assemblies that bring together students from more than one classroom.
- ✓ The District assures cooperation with the local public health department if a confirmed case of COVID-19 is identified, and agrees to collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present in school.

Lamphere Preparedness Plan

Phase 1, 2 or 3

District and Building Implementation Plan:

The Lamphere Schools will be using online learning platforms (Canvas and Google Classroom) for remote instruction. All students will be provided a device. K-1 will be provided an ipad and grades 2-12 will be provided a chromebook. For students with specific learning needs, a suitable device will be provided. The district will do everything it can to meet student/family needs and allow for full participation. Students lacking internet connection will be provided with hot-spot access.

Teachers/Staff will be expected to make daily contact with students and have two-way communication. Students are expected to fully participate in this necessary communication. This may be done through the use of technology (i.e. virtual meeting, email, Remind) or through weekly phone calls on a limited basis. Teachers will also communicate multiple times each week through the instructional platform (i.e. Google Classroom and Canvas), with an emphasis on continuing to build relationships and maintain connections. We will encourage age-appropriate relationships between students through technology (virtual meetings, email), by phone or text. Teachers will provide synchronous guidance on instruction (virtual meetings/office hours) daily and asynchronous instruction through pre-made videos/lessons will compliment instruction throughout the week.

Teachers will monitor student access and assignment completion on a regular basis within the instructional platform (Google Classroom and Canvas). Teachers will provide feedback to students on assignments through the instructional platform as they are completed. Teachers will differentiate instruction within the platform to meet each student's needs. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning.

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

For our students in dual enrollment courses we will be working with the provider to determine next steps. We will ensure that the students have the appropriate materials and support to complete these courses. The students will follow the guidance of the

governing body. For students enrolled in CTE programs (OTEC) we will work with the CTC Principal/Director to ensure our students have the ability to complete these courses. For students enrolled in CASA (Center for Advanced Studies and the Arts) we will work with the Principal/Director to ensure our students have the ability to complete these courses. When needed, the district will ensure the student has the necessary resources.

Teachers will use the instructional platforms to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections.

The district will survey all parents to determine current mental health needs and provide an online form for parents/students to request support. Based on the survey results or form requests, counselors/social workers/school psychologists/administrators, will reach out to individual students and families to determine what they may need. School personnel will help connect the family to outside agencies, if needed, to help meet their needs. Teachers will monitor and assess the needs of students and families through their weekly communications. If a need is identified, the teacher will elevate that need to the counselors/social workers/school psychologists/administrators to make the necessary follow-up. The principal will hold weekly virtual meetings with teachers and other key staff to identify any additional students or families in need.

The Lamphere Preparedness Plan for Phases 4 and 5 may adjust based on updated data, guidance from the Governor, MDE, local health department, and advice of legal counsel.

Lamphere Preparedness Plan

Phase 4

All students will begin the 2020-21 school year in remote instruction and continue online through at least the first card marking period, October 30, 2020.

Safety Protocols

Personal Protective Equipment

- ❑ The Lamphere Schools will require facial coverings to always be worn by staff members and K-12 students except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member or student who cannot medically tolerate a facial covering must not wear one. Any staff member or student that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering. Medical documentation will be required for any staff member or student that is not able to medically tolerate a facial coverage. If reasonable accommodations are not able to be met for those students not able to wear a mask they will be expected to enroll in the Lamphere Virtual option. This includes all school related settings (classroom, hallway, district provided transportation).
 - ❑ PreK-5 and special education teachers should consider wearing clear masks, as products become available.
 - ❑ Homemade facial coverings must be washed daily for all staff members and students.
 - ❑ Disposable facial coverings must be disposed of at the end of each day.
 - ❑ Facial coverings must be worn by K-12 students, staff, and bus drivers during school transportation.
 - ❑ Note: The Lamphere Schools will refer to forthcoming guidance from MDE for students with significant disabilities preventing the use of facial coverings.
 - ❑ Facial coverings are not recommended for use in classrooms by children ages 3 and 4 per Michigan's Return to School Roadmap.
 - ❑ Facial coverings should never be used on children aged 2 and under.

Hygiene

REQUIRED

- ❑ The Lamphere Schools will provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques). We 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.
 - ❑ Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
 - ❑ Systematically and frequently check and refill soap and hand sanitizers. Students and teachers must have scheduled handwashing with soap and water every 3 hours.
 - ❑ Limit sharing of personal items and supplies such as writing utensils.
 - ❑ Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
 - ❑ Limit use of classroom materials to small groups and disinfect between use.
 - ❑ Provide portable hand sanitizing stations throughout school buildings.

Spacing, Movement and Access

The Lamphere Schools will address spacing, movement and access in the following ways:

- ❑ We will maximize the space between desks/tables in classrooms to accommodate our class sizes.
- ❑ In classrooms where large tables are utilized, we will space students as far apart as feasible and provide protective barriers.
- ❑ As feasible, all desks will be arranged facing the same direction toward the front of the classroom.
- ❑ Teachers will maintain spacing between themselves and students as much as possible.
- ❑ Family members or other guests will not be allowed in the school building except under extenuating circumstances determined by district and school officials.
- ❑ Signage to indicate proper social distancing will be posted.

- ❑ Floor tape or other markers will be used at six foot intervals where line formation is anticipated.
- ❑ We will have appropriate markings showing social distancing for floor and seating in waiting and reception areas.
- ❑ Signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques will be posted.
- ❑ Adult guests entering the building will be screened for symptoms, wear a facial covering, and sanitize hands prior to entering. Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building.
- ❑ If a classroom has windows that can open, we will encourage that they should be open as much as possible, weather permitting.
- ❑ As able and appropriate, our elementary schools try to cohort groups of elementary students
- ❑ As able, elementary “specials” (like art, music, and library) will be brought to the classrooms instead of having students move to different locations.
- ❑ Efforts will be made to keep distance between people in the hallways.
- ❑ Students will be reminded not to congregate at and to travel straight from a vehicle to their classrooms and vice-versa at arrival and dismissal.
- ❑ Flow of foot traffic will be directed in only one direction, if possible. If one-way flow is not possible, hallways will be divided with either side following the same direction.
- ❑ Entrances and exits will be kept separate to the extent possible to keep traffic moving in a single direction.

Screening Students and Staff

The Lamphere Schools will:

- ❑ Cooperate with the local public health department regarding implementing protocols for screening students and staff.
- ❑ Designate a quarantine area in every school and a person to care for students who become ill at school.
- ❑ Identify students who become ill with symptoms of COVID-19 and place those in an identified quarantine area with a surgical mask in place until they can be picked up. These students will not be transported home by school buses.
 - ❑ Symptomatic students sent home from school will be kept home until they have tested negative or have completely recovered according to CDC and/or local public health guidelines.

- ❑ Require staff to 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 will stay home.
- ❑ Implement an electronic monitoring form for screening employees.
- ❑ Require families to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater are to stay home and consider coronavirus testing if symptoms of COVID-19 are present.
- ❑ Families are required to monitor their children for symptoms of COVID-19. The presence of any symptoms, as outlined by the Oakland County Health Division, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.

Testing Protocols for Students and Staff and Responding to Positive Cases

The Lamphere Schools will implement and expect the following:

- ❑ Cooperate with the local public health department regarding implementing protocols for screening students and staff.
- ❑ Students who develop a fever or become ill with COVID-19 symptoms at school must wear a mask and be transported from school by their parent or guardian and comply with local health department protocols. This includes quarantine.
- ❑ Staff who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and leave for off-site testing.
- ❑ Symptomatic students and staff sent home from school will be kept home until they have tested negative for COVID-19, or have been released from isolation according to local health department guidelines.
- ❑ Families will 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. The Lamphere Schools will follow the guidance of the local public health department guidance on this communication.
- ❑ In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes with and 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 will be closely monitored for any symptoms of COVID-19. The Lamphere Schools will follow the guidance of the local public health department guidance on this process.

- ❑ Parents and guardians are required to check students' temperature at home every morning, and students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.
- ❑ Students and employees shall complete the screener prior to attending school.
- ❑ Parents and guardians are required to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, will prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.

Responding to Positive Tests Among Staff and Students

The Lamphere Schools will implement and expect the following:

- ❑ Cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, will 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.
- ❑ Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- ❑ Contact the Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine.
- ❑ Provide staff with guidance on confidentiality and statutes that protect student and staff 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 will only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC and/or local health department protocols for this determination.
- ❑ Cleaning staff will 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, Gathering, and Extracurricular Activities

The Lamphere Schools will require the following guidelines:

- Prohibit indoor assemblies that bring together students from more than one classroom.
- Classrooms and outdoor areas will be used for students to eat meals at school, where distancing guidelines can't be met.
- Cafeteria meal times will be staggered to create seating arrangements that will maximize distance between students.
 - Serving and cafeteria staff will use barrier protection including gloves, face shields and masks.
 - Students, teachers, and food service staff are encouraged to wash hands before and after every meal.
- Large scale assemblies of more than 50 students are suspended.
- Off-site field trips that require bus transportation to an indoor location are suspended.
- Recess will be conducted outside whenever possible with appropriate social distancing and cohorting of students.
- If possible, school-supplied meals will be delivered to elementary classrooms.
- Extracurricular activities may continue with the use of facial coverings.

Athletics

The Lamphere Schools will implement and expect the following:

- Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
- Require students, teachers, and staff to use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant will confirm that they are healthy and without any symptoms prior to any event.
- All equipment will be disinfected before and after use.
- Inter-school competitions may be held provided that facial coverings are worn if school transportation is provided. Buses will 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 will use a clearly marked water bottle for individual use. There will be no sharing of this equipment.

- ❑ Handshakes, fist bumps, and other unnecessary contact will 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

The Lamphere Schools will implement and expect the following:

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

Busing and Student Transportation

The Lamphere Schools will implement and expect the following

- ❑ Require the use of hand sanitizer before entering the bus. Hand sanitizer will be supplied on the bus.
- ❑ The bus driver, staff, and all students will wear facial coverings while on the bus. Proper documentation will be required if unable to wear a mask.
- ❑ Clean and disinfect transportation vehicles before and after every transit route. Children will not be present when a vehicle is being cleaned.
- ❑ Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.

- ❑ Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
- ❑ Create a plan for getting students home safely if they are not allowed to board the vehicle.
- ❑ If a student becomes sick during the day, they will not use group transportation to return home and will follow protocols outlined above. If a driver becomes sick during the day, they will follow protocols for sick staff outlined above and will not return to drive students.
- ❑ Weather permitting, doors and windows will be kept open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- ❑ Weather permitting, we will consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

Medically Vulnerable Students and Staff

- ❑ Accommodate students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
- ❑ The district will work with students/families and staff who self-identify as high-risk for severe illness due to COVID-19 to explore possible accommodations.

Mental & Social-Emotional Health

Lamphere Schools will:

- ❑ Implement a mental health screening for all students by a teacher and/or trained professional. Any screening will be compliant with HIPAA and FERPA policies.
- ❑ Routine check-ins will take place with staff and students.
- ❑ Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
- ❑ Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
- ❑ Each building will identify a care team to centralize mental health referrals, communications to families/students, and public wellness materials.
- ❑ Compile and update list 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.

- ❑ Provide resources for staff self-care, including resiliency strategies.
- ❑ Communicate with parents and guardians, return to school transition information including positive self-care strategies that promote health and wellness.

Instruction, Community, Family Support, and Professional Learning

The Lamphere Schools will:

- ❑ The district Return to Instruction and Learning working group, led by the Director of Curriculum and district stakeholders will:
 - ❑ Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys.
 - ❑ Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
 - ❑ Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

Instruction

- ❑ Activate learning programs remotely, when necessary to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.
- ❑ Make expectations clear to school leaders and teachers around hybrid or remote instruction that include best practices for blended or remote learning, including assessing and providing individualized student supports.
- ❑ Set an instructional vision that ensures that:
 - ❑ Students start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
 - ❑ Students will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
 - ❑ Students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
- ❑ Secure supports for students who are transitioning to postsecondary.
- ❑ Support schools to implement grade-level curricula that are aligned to Michigan preK-12 standards. Support teachers to utilize power standards to focus, prioritize, and accelerate instruction.

- ❑ Revise students' IEPs and 504 plans in coordination with general and special education teachers as a child's needs change, and design accommodations and match services accordingly.
 - ❑ Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
 - ❑ Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs.
- ❑ Remain connected with MDE and Oakland Schools about policies and guidance.
- ❑ Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Communications and Family Supports

- ❑ Implement any additional communication systems needed to reach every family and student in their home language through multiple modes to share expectations around child's return to school, information about schedules, assessments and instructional goals.
- ❑ Provide resources that demonstrate schools value parents as partners in their child's education. Offer supports that provide families with training about how to access and use the school's chosen digital systems and tools, supports, strategies and resources for families to access for supporting their child's learning at home.

Professional Learning

- ❑ Provide adequate time for schools and educators to engage in:
 - ❑ Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed
 - ❑ Identify students who did not engage in remote learning and develop a plan to provide additional support and communicate as needed.
 - ❑ Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
- ❑ Create a plan for professional learning, with goals to:
 - ❑ Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
 - ❑ Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and

- ❑ Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

Strongly Recommended When Schools Reopen for In-Person Instruction

- ❑ Ensure that every student:
 - ❑ Has access to standards-aligned, grade level instruction, including strategies to accelerate student learning;
 - ❑ Is assessed to determine student readiness to engage in grade-level content; and
 - ❑ Is offered scaffolds and supports to meet their diverse academic and social emotional needs.
- ❑ Conduct ongoing monitoring of student progress, specifically monitoring growth of students who need acceleration.
- ❑ Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- ❑ Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services while buildings are closed.
- ❑ Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
- ❑ Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level.
- ❑ Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.
- ❑ Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.
- ❑ When remote, activate plans to monitor and assess the following:
 - ❑ Connectivity and Access:
 - ❑ Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
 - ❑ Attendance:
 - ❑ Develop systems to monitor and track students' online attendance on a daily basis.
 - ❑ Student Work:

- ❑ Teachers will assess the quality of student work and provide feedback to students and families.
- ❑ Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

Operations

Facilities

The Lamphere Schools will:

- ❑ Audit necessary materials and supply chain for cleaning and disinfection supplies.
- ❑ Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
 - ❑ Advocate for ISDs to coordinate with LEMPs.
- ❑ Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces will be cleaned several times a day.
- ❑ Alert school-based custodial of any changes in recommended cleaning guidelines issued by OSHA and/or CDC.
- ❑ Convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- ❑ Provide training for custodial staff.
- ❑ Custodial staff will continue deep cleaning over the summer.
- ❑ Audit all school buildings with a focus on:
 - ❑ How many classrooms are available;
 - ❑ The size of each classroom;
 - ❑ Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
 - ❑ The ventilation in each classroom.
- ❑ Audit school security protocols to decide if any process changes need to be implemented.
- ❑ Maintain facilities for in-person school operations.
 - ❑ Check HVAC systems at each building to ensure that they are running efficiently.
 - ❑ Change Air filters regularly.
 - ❑ Custodial staff will distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.

- ❑ Signage about frequent handwashing, cough etiquette, and nose blowing will be widely posted, disseminated, and encouraged through various methods of communication.
- ❑ Custodial staff will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- ❑ School leaders will conduct 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.
- ❑ To the extent possible procure level-1 facial coverings, including those with a transparent front.
- ❑ Procure level-1 surgical masks for cleaning and janitorial staff.
- ❑ Activate school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff should wear surgical masks when performing cleaning duties.
- ❑ Maintain facilities for resumption of school operations.

Budget, Food Service, Enrollment, and Staffing

The Lamphere Schools will:

- ❑ Support schools in assessing student arrival protocols. This will include how students arrive at and depart from school.
- ❑ Support schools in conducting staff and student outreach to understand who is coming back and develop a staffing plan to account for teachers and staff who are not returning or are at risk. 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 when job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
- ❑ Consider redeploying underutilized staff to serve core needs.
- ❑ Communicate any student enrollment or attendance policy changes with school staff and families.
- ❑ 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 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.
- ❑ Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- ❑ Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology

The Lamphere Schools will:

- ❑ Provide training and support for educators to adapt remote learning for the classroom.
- ❑ Implement a 1:1 device for in-person and remote learning.
- ❑ Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan.
- ❑ Identify an asset tracking tool.
- ❑ Provide spare devices to minimize the time that staff may be without a device.
- ❑ Support families with technology issues.

Transportation

The Lamphere Schools will:

- ❑ Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses.
- ❑ Inventory bus drivers to understand the extent of high-risk populations.
- ❑ Finalize bus procedures for bus drivers and students that are informed by public health protocols.

Lamphere Preparedness Plan

Phase 5

Safety Protocols

Personal Protective Equipment

- ❑ The Lamphere Schools will require facial coverings to always be worn by staff members and K-12 students except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member or student who cannot medically tolerate a facial covering must not wear one. Any staff member or student that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering. Medical documentation will be required for any staff member or student that is not able to medically tolerate a facial coverage. If reasonable accommodations are not able to be met for those students not able to wear a mask they will be expected to enroll in the Lamphere Virtual option. This includes all school related settings (classroom, hallway, district provided transportation).
 - ❑ PreK-5 and special education teachers should consider wearing clear masks, as products become available.
 - ❑ Homemade facial coverings must be washed daily for all staff members and students.
 - ❑ Disposable facial coverings must be disposed of at the end of each day.
 - ❑ Facial coverings must be worn by K-12 students, staff, and bus drivers during school transportation.
 - ❑ Note: The Lamphere Schools will refer to forthcoming guidance from MDE for students with significant disabilities preventing the use of facial coverings.
 - ❑ Facial coverings are not recommended for use in classrooms by children ages 3 and 4 per Michigan's Return to School Roadmap.
 - ❑ Facial coverings should never be used on children aged 2 and under.

Hygiene

REQUIRED

- ❑ The Lamphere Schools will provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques). We 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.

- ❑ Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- ❑ Systematically and frequently check and refill soap and hand sanitizers. Students and teachers must have scheduled handwashing with soap and water every 3 hours.
- ❑ Limit sharing of personal items and supplies such as writing utensils.
- ❑ Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
- ❑ Limit use of classroom materials to small groups and disinfect between use.
- ❑ Provide portable hand sanitizing stations throughout school buildings.

Spacing, Movement and Access

The Lamphere Schools will address spacing, movement and access in the following ways:

- ❑ We will maximize the space between desks/tables in classrooms to accommodate our class sizes.
- ❑ In classrooms where large tables are utilized, we will space students as far apart as feasible and provide protective barriers.
- ❑ As feasible, all desks will be arranged facing the same direction toward the front of the classroom.
- ❑ Teachers will maintain spacing between themselves and students as much as possible.
- ❑ Family members or other guests will not be allowed in the school building except under extenuating circumstances determined by district and school officials.
- ❑ Signage to indicate proper social distancing will be posted.
- ❑ Floor tape or other markers will be used at six foot intervals where line formation is anticipated.
- ❑ We will have appropriate markings showing social distancing for floor and seating in waiting and reception areas.
- ❑ Signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques will be posted.
- ❑ Adult guests entering the building will be screened for symptoms, wear a facial covering, and sanitize hands prior to entering. Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building.
- ❑ If a classroom has windows that can open, we will encourage that they should be open as much as possible, weather permitting.
- ❑ As able and appropriate, our elementary schools try to cohort groups of elementary students

- ❑ As able, elementary “specials” (like art, music, and library) will be brought to the classrooms instead of having students move to different locations.
- ❑ Efforts will be made to keep distance between people in the hallways.
- ❑ Students will be reminded not to congregate at and to travel straight from a vehicle to their classrooms and vice-versa at arrival and dismissal.
- ❑ Flow of foot traffic will be directed in only one direction, if possible. If one-way flow is not possible, hallways will be divided with either side following the same direction.
- ❑ Entrances and exits will be kept separate to the extent possible to keep traffic moving in a single direction.

Screening Students and Staff

The Lamphere Schools will:

- ❑ Cooperate with the local public health department regarding implementing protocols for screening students and staff.
- ❑ Designate a quarantine area in every school and a person to care for students who become ill at school.
- ❑ Identify students who become ill with symptoms of COVID-19 and place those in an identified quarantine area with a surgical mask in place until they can be picked up. These students will not be transported home by school buses.
 - ❑ Symptomatic students sent home from school will be kept home until they have tested negative or have completely recovered according to CDC and/or local public health guidelines.
- ❑ Require staff to 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 will stay home.
- ❑ Implement an electronic monitoring form for screening employees.
- ❑ Require families to check their child’s temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater are to stay home and consider coronavirus testing if symptoms of COVID-19 are present.
- ❑ Families are required to monitor their children for symptoms of COVID-19. The presence of any symptoms, as outlined by the Oakland County Health Division, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.

Testing Protocols for Students and Staff and Responding to Positive Cases

The Lamphere Schools will implement and expect the following:

- ❑ Cooperate with the local public health department regarding implementing protocols for screening students and staff.

- ❑ Students who develop a fever or become ill with COVID-19 symptoms at school must wear a mask and be transported from school by their parent or guardian and comply with local health department protocols. This includes quarantine.
- ❑ Staff who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and leave for off-site testing.
- ❑ Symptomatic students and staff sent home from school will be kept home until they have tested negative for COVID-19, or have been released from isolation according to local health department guidelines.
- ❑ Families will 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. The Lamphere Schools will follow the guidance of the local public health department guidance on this communication.
- ❑ In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes with and 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 will be closely monitored for any symptoms of COVID-19. The Lamphere Schools will follow the guidance of the local public health department guidance on this process.
- ❑ Parents and guardians are required to check students' temperature at home every morning, and students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.
- ❑ Students and employees shall complete the screener prior to attending school.
- ❑ Parents and guardians are required to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, will prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.

Responding to Positive Tests Among Staff and Students

The Lamphere Schools will implement and expect the following:

- ❑ Cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, will 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.
- ❑ Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- ❑ Contact the Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less

than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine.

- ❑ Provide staff with guidance on confidentiality and statutes that protect student and staff 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 will only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC and/or local health department protocols for this determination.
- ❑ Cleaning staff will 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, Gathering, and Extracurricular Activities

The Lamphere Schools will require the following guidelines:

- ❑ Prohibit indoor assemblies that bring together students from more than one classroom.
- ❑ Classrooms and outdoor areas will be used for students to eat meals at school, where distancing guidelines can't be met.
- ❑ Cafeteria meal times will be staggered to create seating arrangements that will maximize distance between students.
 - ❑ Serving and cafeteria staff will use barrier protection including gloves, face shields and masks.
 - ❑ Students, teachers, and food service staff are encouraged to wash hands before and after every meal.
- ❑ Large scale assemblies of more than 50 students are suspended.
- ❑ Off-site field trips that require bus transportation to an indoor location are suspended.
- ❑ Recess will be conducted outside whenever possible with appropriate social distancing and cohorting of students.
- ❑ If possible, school-supplied meals will be delivered to elementary classrooms.
- ❑ Extracurricular activities may continue with the use of facial coverings.

Athletics

The Lamphere Schools will implement and expect the following:

- ❑ Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS)

- ❑ Require students, teachers, and staff to use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant will confirm that they are healthy and without any symptoms prior to any event.
- ❑ All equipment will be disinfected before and after use.
- ❑ Inter-school competitions may be held provided that facial coverings are worn if school transportation is provided. Buses will 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 will use a clearly marked water bottle for individual use. There will be no sharing of this equipment.
- ❑ Handshakes, fist bumps, and other unnecessary contact will 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

The Lamphere Schools will implement and expect the following:

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

Busing and Student Transportation

The Lamphere Schools will implement and expect the following

- ❑ Require the use of hand sanitizer before entering the bus. Hand sanitizer will be supplied on the bus.

- ❑ The bus driver, staff, and all students will wear facial coverings while on the bus. Proper documentation will be required if unable to wear a mask.
- ❑ Clean and disinfect transportation vehicles before and after every transit route. Children will not be present when a vehicle is being cleaned.
- ❑ Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- ❑ Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
- ❑ Create a plan for getting students home safely if they are not allowed to board the vehicle.
- ❑ If a student becomes sick during the day, they will not use group transportation to return home and will follow protocols outlined above. If a driver becomes sick during the day, they will follow protocols for sick staff outlined above and will not return to drive students.
- ❑ Weather permitting, doors and windows will be kept open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- ❑ Weather permitting, we will consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

Medically Vulnerable Students and Staff

- ❑ Accommodate students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
- ❑ The district will work with students/families and staff who self-identify as high-risk for severe illness due to COVID-19 to explore possible accommodations.

Mental & Social-Emotional Health

Lamphere Schools will:

- ❑ Implement a mental health screening for all students by a teacher and/or trained professional. Any screening will be compliant with HIPAA and FERPA policies.
- ❑ Routine check-ins will take place with staff and students.
- ❑ Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
- ❑ Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.

- ❑ Each building will identify a care team to centralize mental health referrals, communications to families/students, and public wellness materials.
- ❑ Compile and update list 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.
- ❑ Provide resources for staff self-care, including resiliency strategies.
- ❑ Communicate with parents and guardians, return to school transition information including positive self-care strategies that promote health and wellness.

Instruction, Community, Family Support, and Professional Learning

The Lamphere Schools will:

- ❑ The district Return to Instruction and Learning working group, led by the Director of Curriculum and district stakeholders will:
 - ❑ Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys.
 - ❑ Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
 - ❑ Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

Instruction

- ❑ Activate learning programs remotely, when necessary to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.
- ❑ Make expectations clear to school leaders and teachers around hybrid or remote instruction that include best practices for blended or remote learning, including assessing and providing individualized student supports.
- ❑ Set an instructional vision that ensures that:
 - ❑ Students start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
 - ❑ Students will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
 - ❑ Students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
- ❑ Secure supports for students who are transitioning to postsecondary.
- ❑ Support schools to implement grade-level curricula that are aligned to Michigan preK-12 standards. Support teachers to utilize power standards to focus, prioritize, and accelerate instruction.

- ❑ Revise students' IEPs and 504 plans in coordination with general and special education teachers as a child's needs change, and design accommodations and match services accordingly.
 - ❑ Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
 - ❑ Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs.
- ❑ Remain connected with MDE and Oakland Schools about policies and guidance.
- ❑ Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Communications and Family Supports

- ❑ Implement any additional communication systems needed to reach every family and student in their home language through multiple modes to share expectations around child's return to school, information about schedules, assessments and instructional goals.
- ❑ Provide resources that demonstrate schools value parents as partners in their child's education. Offer supports that provide families with training about how to access and use the school's chosen digital systems and tools, supports, strategies and resources for families to access for supporting their child's learning at home.

Professional Learning

- ❑ Provide adequate time for schools and educators to engage in:
 - ❑ Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed
 - ❑ Identify students who did not engage in remote learning and develop a plan to provide additional support and communicate as needed.
 - ❑ Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
- ❑ Create a plan for professional learning, with goals to:
 - ❑ Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
 - ❑ Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
 - ❑ Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

Strongly Recommended When Schools Reopen for In-Person Instruction

- ❑ Ensure that every student:
 - ❑ Has access to standards-aligned, grade level instruction, including strategies to accelerate student learning;
 - ❑ Is assessed to determine student readiness to engage in grade-level content; and
 - ❑ Is offered scaffolds and supports to meet their diverse academic and social emotional needs.
- ❑ Conduct ongoing monitoring of student progress, specifically monitoring growth of students who need acceleration.
- ❑ Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- ❑ Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services while buildings are closed.
- ❑ Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
- ❑ Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level.
- ❑ Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.
- ❑ Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.
- ❑ When remote, activate plans to monitor and assess the following:
 - ❑ Connectivity and Access:
 - ❑ Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
 - ❑ Attendance:
 - ❑ Develop systems to monitor and track students' online attendance on a daily basis.
 - ❑ Student Work:
 - ❑ Teachers will assess the quality of student work and provide feedback to students and families.
 - ❑ Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

Operations

Facilities

The Lamphere Schools will:

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
 - Advocate for ISDs to coordinate with LEMPs.
- Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces will be cleaned several times a day.
- Alert school-based custodial of any changes in recommended cleaning guidelines issued by OSHA and/or CDC.
- Convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- Provide training for custodial staff.
- Custodial staff will continue deep cleaning over the summer.
- Audit all school buildings with a focus on:
 - How many classrooms are available;
 - The size of each classroom;
 - Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
 - The ventilation in each classroom.
- Audit school security protocols to decide if any process changes need to be implemented.
- Maintain facilities for in-person school operations.
 - Check HVAC systems at each building to ensure that they are running efficiently.
 - Change Air filters regularly.
 - Custodial staff will distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
 - Signage about frequent handwashing, cough etiquette, and nose blowing will be widely posted, disseminated, and encouraged through various methods of communication.
 - Custodial staff will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- School leaders will conduct 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.
- To the extent possible procure level-1 facial coverings, including those with a transparent front.

- Procure level-1 surgical masks for cleaning and janitorial staff.
- Activate school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff should wear surgical masks when performing cleaning duties.
- Maintain facilities for resumption of school operations.

Budget, Food Service, Enrollment, and Staffing

The Lamphere Schools will:

- Support schools in assessing student arrival protocols. This will include how students arrive at and depart from school.
- Support schools in conducting staff and student outreach to understand who is coming back and develop a staffing plan to account for teachers and staff who are not returning or are at risk. 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 when job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
- Consider redeploying underutilized staff to serve core needs.
- Communicate any student enrollment or attendance policy changes with school staff and families.
- 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 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.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology

The Lamphere Schools will:

- Provide training and support for educators to adapt remote learning for the classroom.
- Implement a 1:1 device for in-person and remote learning.

- Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan.
- Identify an asset tracking tool.
- Provide spare devices to minimize the time that staff may be without a device.
- Support families with technology issues.

Transportation

The Lamphere Schools will:

- Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses.
- Inventory bus drivers to understand the extent of high-risk populations.
- Finalize bus procedures for bus drivers and students that are informed by public health protocols.

Appendix A

Phase 4 & 5 - Instruction

Governance

Strongly Recommended from the Michigan Return to School Roadmap

1. Create a district Return to Instruction and Learning work group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:
 - a. 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.
 - b. Revise the district's remote learning plan to incorporate the feedback received, and input from stakeholders, to improve its effectiveness.
 - c. Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

Lamphere's Instructional Platform Committee:

Dale Steen - Superintendent

Greg Fuller - Assistant Superintendent, Human Resources

Jane Jurvis - Director of Curriculum and Instruction

Stephanie Siems - Director of Special Education

Wendy Stabley - Special Education Supervisor

Rodney Thomas - High School Principal

Liz Banks - Middle School Principal

Jen Cumiskey - Middle School Assistant Principal

Brad Sassack - Elementary Principal

Amy Guzynski - Parent/Elementary Principal

Jennifer Creamer - Elementary Principal

Jackie Sosin - Elementary Principal

Nichole Bontomasi - High School Teacher

Adam Vallus - High School Teacher

Marni Lieberman - High School Special Education Teacher

Jennifer Schlenkert - Middle School Teacher

Rachael Wenskay - ESL Teacher

Susan Spanke - Parent/Early Literacy Coach

Alexandria Felts - Elementary Teacher

Julie Furdock - Elementary Special Education Teacher

Susan Culver - Elementary Teacher

Kevin Trotta - Elementary Teacher

Megan Moxon - Elementary Teacher

Denise Jackson - Elementary Teacher

Michelle Charron - Elementary Teacher

Lindsay Otto - Elementary Teacher

Bozenna Johnson - Elementary Teacher

Our Instructional Platform Committee will meet via Zoom and form subgroups to address areas of our plan. We will meet as needed to determine the progress of our Instructional plan.

We conducted family and staff surveys to address needs and to plan for our start to the school year. Survey information was shared via email and then also posted to our social media sites. Our survey information was shared and analyzed and will help inform the development of our return to school instructional plan.

Our plan will be posted on Lamphere Schools' website and be shared with our staff, and students, as needed. In our Welcome Back Meetings for staff in August, our district administrators will share the supplemental information in detail and answer questions related to the plan to ensure clarity of expectations and execution. Building administrators and teachers will engage students in a full review of the information related to the Preparedness Plan to ensure that students are well versed in the event we return to remote learning. Middle and high school will pay special attention to ensuring familiarity and protocols to follow accessing Canvas - Learning Management System, and our elementary classrooms and self-contained special education classrooms will ensure familiarity and protocols accessing Google Classroom. All Junior K-grade 12 students will also become familiar with their devices that will be assigned to them at the beginning of the year (iPads for JK-grade 1, Chromebooks for grades 2-12).

Instruction - In-Person (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

Lamphere's Instructional Vision:

Our instructional vision is to meet students where they are and provide them a supportive, connected, deep and rich instructional experience that fosters and supports wellness, connections, engagement and deep learning.

Our priorities remain:

Well-being: We will continue to prioritize strategies that provide a sense of safety and wellbeing for all students, staff and community, promote trusting relationships, help to build social-emotional skills with students and offer individualized support to students with intensive needs.

Deep learning and student engagement: Teachers are learning best practices around instruction that offers face to face, blended, and online learning opportunities for our students. We are committed to finding ways to empower students to connect learning to their world through our instructional design. Teachers area focused on learning and creating lessons designed around the six Cs (creativity, critical thinking, citizenship, character, communication and collaboration) and finding ways to embed them in the learning experiences every day. We are committed to providing all students with access to grade level instruction and resources to support that learning.

Responsive teaching: We recognize that students will be entering the 2020-2021 school year in a completely different place than ever before. We will use a variety of methods to inform our instructional pathway for our students, including teacher and student reflection, teacher observation, anecdotal notes and assessments.

Our commitment to ALL students remains clear. For the 2020-2021 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 through formal and informal ways.

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

- Best practices for blended or remote learning
- Grade-level proficiencies
- Modes of students assessment and feedback
- Differentiate levels of support for students
- Inclusion of social-emotional learning and resources
- Guidance around daily instructional time and workload per different grade level bands to ensure consistency for students
- Guidance around synchronous and asynchronous instruction to ensure consistency for all students

During Phase 4, all Pre K- 12 students will attend school every day for face to face instruction. Families are provided a choice as to whether they prefer this option of a fully virtual option.

Standards-Aligned Curriculum and High Quality Instructional Material:

Our current curricular resources are accessible for students and staff. Attention has been paid to adding appropriate digital resources to utilize for student engagement and for the formative assessment process. Lamphere teachers have a strong command of the curricular resources and have received professional learning on the district-adopted resources used in the past. Currently; however, professional support will shift as we prioritize standards to accelerate learning based on students' secure skills and knowledge. Teachers will be using Google Classroom (Junior K-Grade 5) and Canvas (Grades 6-12) as our Learning Management Systems beginning in 2020-2021.

- MAISA Units - English Language Arts
- Bridges - Math
- Illustrative Math
- Phenomenal Science (pilot) K-5, MI-Star -6-8- Science
- C3 Curriculum - Social Studies
- World Languages - Spanish
- Prepare U - Health
- Pre K- High Scope

Resources that support planning around prioritized curriculum:

- [Oakland Schools Curriculum, Instruction and Assessment Toolkits For COVID-19 Reopening](#) (ELA, Math, Science, Social Studies, World Language, Fine Arts, and Health)
 - [Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math](#)
- [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 or remote. We continue to prioritize student learning and make meaningful instructional decisions in a collaborative way.

Lamphere Schools will continue to use the Tier 2 and Tier 3 intervention programs we have in place for literacy, including Leveled Literacy Instruction, Rewards, and pieces of Math Recovery. We recognize that additional support may be necessary as we determine students' needs in the first weeks of school. Grade level teams and departments will keep a close eye on student needs and communicate the needed intervention and support to their building administrators.

Resources that support instruction and intervention planning:

- [Best Practices for Remote Teaching](#)
- [Student Intervention Toolkit](#)
- [Resources For Supporting Students With Disabilities](#)
- [Oakland County K-12 ESL Resources: Community, communication, health & education resources for Multilingual families](#)
- [PLC Data Protocol, PLC Data Dialogue #1, PLC Data Dialogue #2, Using a simple clipboard to track student learning](#)
- [10 Effective DAP Teaching Strategies | NAEYC](#)

Meaningful Assessment Methods:

Lamphere's district assessment plan provides Junior Kindergarten - Grade 12 teachers and students with the ability to identify gaps in student learning and target individual student needs on an ongoing basis. Our emphasis is on formative assessments, portfolios of writing, and examples of student work to consider as teachers plan for 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 tier 1 social emotional learning lessons through Samford-Harmony for elementary grades and planned social emotional learning lessons delivered 1-2 times a week in an advisory class for grades 6-8. Our middle and high school will continue staff/student mentoring for identified students and our high school will support student social emotional needs through advisory class.

Resources to support integration of SEL:

- [MAISA Continuity of Learning Task Force Guidance](#), page 24

Special Education:

Before school starts, students' IEPs and 504 plans will be examined and potentially revised in coordination with general and special education teachers to address data-driven accommodations and/or services that are needed due to known changes in student's needs. Our director of Special Education will keep our staff apprised of expectations and responsibilities.

Postsecondary Transitions:

In close collaboration with our high school administrators and counselors, 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 - FAFSA completion, college application preparation, etc.
- 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.

Resources that support postsecondary transitions:

- [College and Career Readiness COVID-19 ISD College Access Network](#)

Schedules and Routines:

A cohorting model will be used with our elementary students. Students in grades Junior Kindergarten - Grade 12 will be in school five days a week, for full days. Middle and high school schedules have been blocked and adjusted to minimize mingling between students while still allowing for choice in course options.

Resources that support schedules and routines:

- [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:

- Face-to-face class with teacher - every day (8:35 - 3:33)
- 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, support personnel happens here
 - Tier 3 support pushes into the classroom, when possible.
- **Specials:** Specials schedule: specials teachers travel to classrooms - students remain in place (Music and PE classes will adjust curriculum. PE held outdoors when possible)

- **Lunch:** All students eat in the classroom.
- **Recess:** Organize recess schedule so that each class remains separate from other classes and classroom teachers supervise recess for their class.

Middle and High School Schedule and Considerations:

- Face to face classes held every day in a block schedule format.
- Students move from class to class (cohorting won't work due to the wide variation of student schedules)
- Day 1 and Day 2 toggle back and forth - students are in longer class periods that meet every other day - reducing the number of times they need to mingle in the halls for passing time.
- Lunches are spread out with more lunch sessions and additional eating spaces added.
- All students receive a full schedule of classes.

Schedule Overview:

Monday	Tuesday	Wednesday	Thursday	Friday
1st hour	4th hour	1st hour	4th hour	1st hour
2nd hour	5th hour	2nd hour	5th hour	2nd hour
lunch	lunch	lunch	lunch	lunch
3rd hour	6th hour	3rd hour	6th hour	3rd hour

Instruction - In-Person (After School Opens)***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 student's IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.
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.
9. If hybrid, activate plans to monitor and assess the following:
 - a. Connectivity and Access:
 - i. Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
 - b. Attendance:
 - i. Develop systems to monitor and track students' online attendance on a daily basis.

- c. Student Work:
 - i. Teachers will assess the quality of student work and provide feedback to students and families.
 - ii. Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

Instruction - After School Starts

Ensuring Learning:

Once school begins, we will ensure learning for all students. We will ensure that every student:

- Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning through the identification of priority standards.
- 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.

Student work from formative assessments will be reviewed to plan next steps in the learning. 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. Ongoing meetings will be held to determine student growth and progress and continued planning for next steps in student learning.

Extended day structures may be activated if we are unable to meet student needs during the school day. For students needing additional support, teachers will communicate progress and targeted plans to families (in home language) frequently.

When schools re-open for In-Person Instruction, school districts should continue revising students' IEPs 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:

Guidance to Address Forgone Learning for Students with IEPs as a Result of the COVID-19 Pandemic - https://www.michigan.gov/documents/mde/RecoveryServices_695362_7.pdf

Comparison of Compensatory Education and Recovery Services Due to COVID-19 - https://www.michigan.gov/documents/mde/RecoveryServices_Side-by-Side_694537_7.pdf

Resources that support ensuring learning:

- [Collaborative Inquiry Toolkit](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit For COVID-19 Reopening](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math](#)
- [Student Intervention Toolkit](#)
- [Assessment Guidance Planning Document](#)
- [Sample Intervention Inventory](#)
- [Strategies that Support Learning Table](#)
- The New Teacher Project (TNTP) published [The Learning Acceleration Guide](#)

Shifting to a Remote Learning Environment:

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

- Ensure that all teachers have completed a district-wide “checklist” for Google Classroom and Canvas, ensuring consistency for all students in all classes.
- Secure online tools and materials that will provide standards-aligned learning that is customizable to student needs.
- Provide parents and students ample opportunities to log into Canvas (grades 6-12) and Google Classroom (grades JK-5).
- Build strong blended learning habits with students JK- grade 12.
- Integrate remote learning tools into professional learning meetings and in-school instruction so that teachers and students remain ready for a possible transition to a remote context.
- Use the following remote learning guidance based on grade level.
 - [Elementary School Considerations \(PK--5th Grade\)](#)
 - [Middle School Considerations \(6-8th Grade\)](#)
 - [High School Considerations \(9th - 12th Grade\)](#)
- 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 remote learning modes we will:

- Confirm that devices distributed to all students during the first week of school (regardless of remote, 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. Discussion boards will be used in Google Classroom and Canvas. Grade-level appropriate tools will be developed for students to reflect on the quality of their work, teacher feedback, and learning progress.

Resources that support shifting to a remote learning environment:

- [Best Practices for Remote Teaching](#)

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. Clear information about schedules and configurations, if hybrid;
 - c. Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
 - d. Plans for each of the different school opening scenarios.
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:

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, 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 their 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 (to the extent possible) of our students. We will use a variety of resources and tools, including our ESL staff members and community liaisons.
- Ensure our teachers know and understand our building and district communication plan.
- Ensure our teachers use the district's remote learning platform(s) effectively and parents have access to the information.
- Host parent academies for Google Classroom and Canvas assisting parents in becoming secure in our learning management systems.
- Communicate in a timely manner when it becomes necessary to modify our modes of instruction.

Family Partnerships:

In Lamphere, we 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.

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 Implementation Plan:

Our Professional Learning Plan is centered on learning more about teaching in a 1:1 environment, utilizing our learning management systems and our teaching and priorities:

- **Well-Being**
- **Deep Learning and Student Engagement**
- **Responsive Teaching**

During the summer, 87% of our secondary level teachers participated in professional learning around Canvas, our recently adopted learning management system. The other 13% have arranged time with our teacher leaders to begin prior to the start of school. When surveyed staff and administrators, suggested the following topics for professional learning during the 2020-2021 school year:

- Google Classroom and Canvas training
- Teaching 1:1
- Remote teaching and learning
- Student engagement
- Student well-being
- Equity and culturally responsive teaching
- Deep learning in a remote/hybrid environment

Professional Learning Structures:

Professional Learning Hours/Days:

We are only able to schedule time about once every 4 weeks to designate to department time and grade level meeting time, however, teachers meet more frequently than that on other designated scheduled planning times. The primary purpose of their 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. (Will need to work with 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](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit For COVID-19 Reopening](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math](#)
- [Assessment Guidance Planning Document](#)
- [Formative Assessments in Distant Learning framework](#)
- [Formative Assessment Tips for Remote Learning webinars](#)
- [Grading for Learning: Guidelines for Creating Student Success](#)
- [MSU Reframing Assessments as Tools for Student Support](#)

Virtual when necessary:

We believe that the best professional learning happens when educators can be in a room together. For the 2020-21 school year, we will need to be agile and willing to hold sessions virtually, if necessary.

Time:

Some professional learning will be offered asynchronously and some will be synchronous. The following times will be reserved for synchronous professional learning, if possible:

- August 25 – 27, 2020
- Common planning time
- Student no attendance days – half - full days designated for extended instructional planning purposes.
- School professional learning meetings including department meetings - once a month

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
- **Teaching Using 1:1 Platform**
- **Remote Teaching and Learning:**
 - Use and effectiveness of digital tools and resources that support remote learning
 - Using our learning management systems effectively
 - 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**

- COVID-19: [Talking to Children about COVID-19](#), [Helping Children Cope during COVID-19](#), [Educator's Guide to Supporting the Social Emotional Needs of Students: COVID-19 Information](#)
- 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](#)
- [Edupaths Professional Development for Educators](#)

August 2020 Professional Learning Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
3	4 Canvas PL for secondary teachers	5 Canvas PL for secondary teachers	6 Google Classroom (GC) PL for elementary teachers	7
10 Principals and CO Leaders – leading and coaching virtually	11 ISD Virtual Conference – optional for all educators	12 ISD Virtual Conference – optional for all educators	13 ISD Virtual Conference – optional for all educators	14 Designing Virtual Learning Classes
17 GC PL for Elementary teachers Designing Virtual Learning Classes	18 GC PL for Elementary teachers Designing Virtual Learning Classes	19 GC PL for Elementary teachers Designing Virtual Learning Classes	20 GC PL for Elementary teachers Designing Virtual Learning Classes	21
24	25 District PL for all AM Safety Protocols meetings PM - Classroom Design and work time	26 School PL for all AM - Building meetings PM - Well being and department planning meetings	27 School PL for all AM/PM - Google Classroom and 1:1 teaching (elementary) meetings Canvas and 1:1 teaching (secondary meetings)	28
31 First Day of School with our students!				

General Outline of Professional Learning Plans

Month	Topic
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September	<ul style="list-style-type: none"> ● Well-Being ● Formative Assessment and Remote Teaching and Learning
October	<ul style="list-style-type: none"> ● Deep Learning and Remote Teaching and Learning ● Student Engagement in Remote Environments
November	<ul style="list-style-type: none"> ● Well-Being ● Culturally Responsive Teaching in Remote Environments
December	<ul style="list-style-type: none"> ● Well-Being
January	<ul style="list-style-type: none"> ● Deep Learning and Remote Teaching and Learning ● Well-Being
February	<ul style="list-style-type: none"> ● Formative Assessment and Remote Teaching and Learning ● Well-Being
March	<ul style="list-style-type: none"> ● Student Engagement in Remote/Hybrid Environment ● Well-Being
April	<ul style="list-style-type: none"> ● Culturally Responsive Teaching in Remote Environments ● Well-Being
May	<ul style="list-style-type: none"> ● Deep Learning and Remote Teaching and Learning ● Well-Being
June	<ul style="list-style-type: none"> ● Celebrations

***Please note that as we are informed of safety and health challenges or successes, we will continuously monitor this plan.**