



Lake Shore Public Schools COVID-19 Preparedness and Response Plan informed by The MI Safe Schools: Michigan's 2020-21 Return to School Roadmap

The health and safety of Macomb County students and staff remains a top priority as we prepare to reopen schools for the 2020-21 school year. 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 this fall. Under the order, school districts must adopt a COVID-19 Preparedness and Response Plan laying out how they will [respond to the Corona Virus 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 the Upper Peninsula may not work in Macomb County. 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).

Macomb County Superintendents have been meeting regularly to navigate ongoing challenges in response to the COVID-19 pandemic. They have collaboratively examined best practices in the areas of safety, instruction, and operations, as well as mental and social-emotional health. In partnership with the Macomb Intermediate School District (MISD), District Superintendents have also worked closely with the Macomb County Executive's Office, the Macomb County Health Department, and other community organizations to leverage resources to meet the diverse needs of students, staff and families.

Our ultimate goal is to safely return to face-to-face instruction, as we know this is the optimal learning environment for students. However, during this global pandemic, we recognize the importance of providing a variety of learning options. Districts are working to develop plans for three scenarios to meet the needs of all students: face-to-face, hybrid, and remote learning. In the event that a shift becomes necessary, districts will be able to fluidly transition among instructional options. While this county-wide template was developed collaboratively among all Macomb districts, each district will create its own plan specific to the unique needs of their community. Districts will communicate directly with community members about their specific school district plans.

While no one can predict the future, Macomb County Superintendents have partnered with their local stakeholders to develop customized reopening plans that meet student needs. Each Macomb County district has worked diligently to strengthen remote instruction, improve access to devices, enhance connectivity, and secure personal protective equipment (PPE) so that all students have access to a safe environment and high quality education.

Our mission is to support the academic, social, and emotional needs of Macomb County students. We look forward to the 2020-21 school year and providing our students with equitable, rigorous instruction in a safe environment.

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.

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GENERAL INFORMATION

VIRUS STATUS

PHASES 1 – 3

- Community spread of the virus is increasing and substantial.
- There is concern about healthy system capacity.
- Testing and tracing efforts may not be sufficient to control the spread of the pandemic.

PHASE 4

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

PHASE 5

- New cases and deaths continue to decrease for an additional period of time.
- At this point, the number of active cases has reached a point where infection from other members of the community is less common.
- With widespread testing, positivity rates often fall much lower than earlier phases.
- Rapid case investigation, contact tracing, and containment strategies cause new cases to continue to fall.

PHASE 6

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

HOW TO KEEP SCHOOL COMMUNITIES SAFE

PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> School preparedness and response activities continue - conducting ongoing surveillance and executing a series of active mitigation measures. Schools should be prepared to implement social distancing measures. Short-term dismissals and suspension of extracurricular activities should be expected for cleaning and contact tracing purposes. Schools must consider the judgment of the local health department for the sub-region (i.e., county or ISD) of concern. 	<ul style="list-style-type: none"> School preparedness and response activities around surveillance and active mitigation continue from Phase 4 with loosening of required safety protocols. Schools should remain prepared to implement social distancing measures. Short-term dismissals and suspension of extracurricular activities remain possible for cleaning and contact tracing purposes. Students and teachers at increased risk of severe illness should remain prepared to implement remote teaching and learning modalities. Schools must consider the judgment of the local health department for the sub-region of concern. 	<ul style="list-style-type: none"> Practice good hygiene.

SCHOOL OPERATING STATUS

PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> No in-person instruction, remote only. 	<ul style="list-style-type: none"> In-person instruction is permitted with required safety protocols. 	<ul style="list-style-type: none"> Schools open for in-person instruction with minimal required safety protocols. 	<ul style="list-style-type: none"> Open for in-person instruction

ESSENTIAL ACTIONS and SAFETY PROTOCOLS

PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> • Safety Protocols • Mental and Social-Emotional Well-being • Instruction • Operations 	<ul style="list-style-type: none"> • Safety Protocols • Mental and Social-Emotional Well-being • Instruction • Operations 	<ul style="list-style-type: none"> • Safety Protocols • Mental and Social-Emotional Well-being • Instruction • Operations 	<ul style="list-style-type: none"> • Safety Protocols

SAFETY PROTOCOLS: Personal Protective Equipment

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> Schools are closed for in-person instruction. 	<ul style="list-style-type: none"> Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering. <ul style="list-style-type: none"> PreK-5 and special education teachers should consider wearing clear masks. Homemade facial coverings must be washed daily. Disposable facial coverings must be disposed of at the end of each day. Facial coverings must be worn by preK-12 students, staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Facial coverings must always be worn in hallways and common areas by preK-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. <ul style="list-style-type: none"> Homemade facial coverings must be washed daily. Disposable facing coverings must be disposed of at the end of each day. Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE. Facial coverings must be worn in classrooms by all students grades preK-12. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one. <ul style="list-style-type: none"> Facial coverings should never be used on children under age 2. Gloves are not required except for custodial staff or teachers cleaning their classrooms. 	<ul style="list-style-type: none"> Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering should not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, should not wear a facial covering. <ul style="list-style-type: none"> PreK-5 and special education teachers should consider wearing clear masks. Homemade facial coverings should be washed daily. Disposable facial coverings should be disposed of at the end of each day. Facial coverings must be worn by preK-12 students, staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Facial coverings must always be worn in hallways and common areas by preK-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering should not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, should not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. If social distancing and cohorting is practiced and enforced, facial coverings for students in grades preK-5 are encouraged but not required. <ul style="list-style-type: none"> Homemade facial coverings should be washed daily. Disposable facing coverings should be disposed of at the end of each day. Facial coverings should never be used on children under age 2. Facial coverings must be worn in classrooms by all students grades preK-12. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one. Gloves are not required except for custodial staff or teachers cleaning their classrooms. 	<ul style="list-style-type: none"> Safety protocols are no longer required.

SAFETY PROTOCOLS: Personal Protective Equipment LOCAL IMPLEMENTATION STRATEGIES

- Facial coverings are required for all preK-12 students on busses, classrooms, common areas, and hallways.
As defined in the Governor's Executive Order 2020-142: "A facial covering is cloth material that covers the nose and mouth. Facial coverings may be secured to the head or simply wrapped around the lower face. They can be made of a variety of materials, such as cotton or linen, and may be factory-made or made by hand."
- Facial coverings, gloves, and other required PPE will be provided for all staff, and will be made available via each building or department through the district's/county's PPE Committee for Safe Back-to-School planning. A note from a physician will be required for facial covering exemption.
- Accommodations within the classroom must be considered for students that are not able to tolerate wearing a facial covering (developmental, disability, medical issues, etc).
- Face shields will be encouraged for those staff and students who are not medically able to tolerate a mask type facial covering.
- Signage regarding acceptable and required PPE and hygiene practices will be posted throughout the buildings and at each entry point.

Health & Safety requirements will remain the same under Phases 4 and 5. Sustained time at Phase 5 will trigger a re-evaluation.

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SAFETY PROTOCOLS: Hygiene

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> Schools are closed for in-person instruction. 	<ul style="list-style-type: none"> Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques). Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol. 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. Limit sharing of personal items and supplies such as writing utensils. Keep students' personal items separate and in individually labeled cubbies, containers, or lockers. Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings. 	<ul style="list-style-type: none"> Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques). Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol. Educate staff and students 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. Limit sharing of personal items and supplies such as writing utensils. Keep students' personal items separate and in individually labeled cubbies, containers, or lockers. Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings. 	<ul style="list-style-type: none"> Provide adequate supplies to support healthy hygiene behaviors (e.g., soap, hand sanitizer with at least 60% alcohol for safe use by staff and older students, paper towels, and tissues). 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. Systematically and frequently check and refill soap and hand sanitizers. Encourage staff and students 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 with soap and water for at least 20 seconds.

SAFETY PROTOCOLS: Hygiene LOCAL IMPLEMENTATION STRATEGIES

- Hand washing/sanitizing will be available for all students upon moving throughout the building, before and after eating and activities, etc. Staff members will distribute and monitor the use of hand sanitizer, especially for young children.
- Classroom activities where supplies would normally be shared will be limited and arranged by cohorts as feasible. An example would be the use of science materials, where students would stay with the same group daily and wear gloves.
- Students will be advised to use hand sanitizer as they enter a new space in the building, with staff supervision. Staff will follow the same procedures.

- Teach proper hand washing techniques
- Build time into the daily class schedule to support hand washing every 2-3 hours
- Offer rewards to acknowledge student efforts and active participation in good hygiene for clean hands, personal belongings and mask use
- Use videos to teach students the importance of hand washing and mask hygiene
- Engage the parent social media teams and PTO to help spread the word about building hygiene habits 2-4 weeks before classes begin
- As part of the registration process or other measurable means for documentation educate parents on how COVID is transmitted, proper handwashing, hygiene for masks, and how to properly put on and remove a mask to avoid contact transfer
- Address personal belongings with the goal that students do not share their school supplies
- Restrict or eliminate use of lockers
- Provide PPE for stakeholders as needed

Health & Safety requirements will remain the same under Phases 4 and 5. Sustained time at Phase 5 will trigger a re-evaluation.

SAFETY PROTOCOLS: Spacing, Movement and Access

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> • Schools are closed for in-person instruction. • School buildings may continue to be used by licensed child care providers, if providers follow all emergency protocols identified by the state. • School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, as determined by school administrators. 	<ul style="list-style-type: none"> • In classrooms where large tables are utilized, space students as far apart as feasible. • As feasible, arrange all desks facing the same direction toward the front of the classroom. • Teachers should maintain six feet of spacing between themselves and students as much as possible. • Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials. <ul style="list-style-type: none"> • Floor tape or other markers should be used at six-foot intervals where line formation is anticipated. • Provide social distancing floor/seating markings in waiting and reception areas. • Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques. • Post signs on the doors of restrooms to indicate proper social distancing. • Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building. • If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations should be made for students with allergy-induced asthma. • As able and appropriate, schools should try to cohort groups of students to isolated hallways or areas that can be monitored. • As able, “specials” (like art, music, and library) should be brought to the classrooms instead of having students move to different locations. • If all students cannot fit in the classroom space available, a school may consider implementing a staggered school schedule that incorporates alternative dates of attendance or use of virtual teaching. If a staggered school schedule is adopted, schools should partner with community organizations to identify safe spaces where children can engage virtually, especially if family members work and children cannot be home alone. • Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa. • Where possible, physical education should be held outside and social distancing of six feet should be practiced. 	<ul style="list-style-type: none"> • In classrooms where tables are utilized, space students as far apart as feasible. • Arrange all desks facing the same direction toward the front of the classroom. • Post signage to indicate proper social distancing. <ul style="list-style-type: none"> o Floor tape or other markers should be used at six-foot intervals where line formation is anticipated. o Provide social distancing floor/seating markings in waiting and reception areas. o Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques. o Post signs on the doors of restrooms to indicate proper social distancing. • If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations should be made for students with allergy-induced asthma. • As able, schools should try to cohort groups of students to isolated hallways or areas that can be monitored for positive cases if there is a COVID-19 exposure. • As able, “specials” (like art, music, and library) should be brought to the classrooms instead of having students move to different locations. 	<ul style="list-style-type: none"> • Safety protocols no longer required.

SAFETY PROTOCOLS: Spacing, Movement and Access

LOCAL IMPLEMENTATION STRATEGIES

- Student desks will be spaced as feasible.
- Training in individual school buildings will address remaining six feet (or more) apart in hallways and staggered movements, and will be monitored by staff. This will include walking on one side of hallways (staying to the right), one way stairwells, etc.
- Staff members will work to maintain a six feet distance from others while at work in school buildings.
- Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.

Schedule

- To adhere to social distancing guidelines the district will work toward phasing in a blended 50% in person model of instruction while in Phases 4 and 5
 - Priority will be given to preK-5 students, special needs students, and transitional grades (6 and 9) to return to in person instruction, at the maximum time and days that distance safety protocols will allow. Courses that are particularly suited for in person learning (band, choir, CTE, etc.) will also be given priority for return to in person instruction.

Arrival & Dismissal

- Support staff/hall monitors/available staff assigned to grade levels and hallways (cohorts)
- At arrival students line up outside of cohort doors, with a staff member monitoring social distancing and taking temperatures as needed until it is time to enter the building
- Assign cohort entrances as close to grade level hall as possible
- Doors open at assigned times by support staff/hall monitor
- Every student sanitizes before entry into building
- Teacher at classroom door ensuring students do not congregate in halls
- Assigned support staff/hall monitor to disinfect assigned entrance after tardy bell
- Assigned support staff/hall monitor to get escort their cohort of tardy and breakfast students to their classroom
- Staggered dismissal times where necessary to support social distancing (consider siblings and building specific traffic)
- Assigned support staff/hall monitors at cohort doors assisting teachers in student dismissal
- Identified rooms for late pick up after dismissal to minimize office traffic
- No re-entry from cohort doors after leaving the building

Lockers

- Restrict or eliminate use of lockers

Breakfast & Lunch

- Scheduled breakfast time in cafeteria or students eat in classrooms following CDC guidelines
- Hall monitor/support staff person assigned to breakfast entrance doors to take escort students to the cafeteria or have breakfast delivered to classrooms
- Students/parents select breakfast and lunch choices online and can preorder in advance
- Avoid cash transactions. Implement paying online. If not possible to pay online, place funds in a sealed envelope and placed in a drop box

Office

- Separate, assigned room for students to wait at dismissal who are picked up late
- Parents dropping off forgotten items may not enter the building. Provide a drop box outside of the office for them to leave the item. Assign a staff member to periodically check the bin and deliver items to classrooms
- Plexiglass barriers for school secretary spaces

Health & Safety requirements will remain the same under Phases 4 and 5. Sustained time at Phase 5 will trigger a re-evaluation.

SAFETY PROTOCOLS: Screening Students, Staff, and Guests

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> Schools are closed for in-person instruction. 	<ul style="list-style-type: none"> Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school. Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required. Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines. 	<ul style="list-style-type: none"> Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building. Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home. Any parents or guardians entering the building should wash or sanitize hands prior to entry. Parents or guardians are not allowed in the school building except under extenuating circumstances as determined by school officials. Only one parent or guardian per child should be allowed to enter except under extenuating circumstances as determined by school officials. Parents or guardians are encouraged to check their children's temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if no other explanation is available. Parents or guardians are encouraged to ask their children or monitor for symptoms of COVID-19, including cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt parents or guardians to keep the student home from school. 	<ul style="list-style-type: none"> Safety protocols no longer required.
	<ul style="list-style-type: none"> Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff. Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home. A monitoring form (paper or electronic) for screening employees should be developed. Families are encouraged 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 should stay home and consider coronavirus testing if symptoms of COVID-19 are present. Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, 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. 		

SAFETY PROTOCOLS: Screening Students, Staff, and Guests

LOCAL IMPLEMENTATION STRATEGIES

- HIPAA and FERPA laws will be taken into consideration for all who may fall ill and/or contract COVID-19, and additional training and guidelines will be provided for all staff.
- N95/KN95 masks will be provided wherever necessary through our partnership with the Macomb County Health Department.
- Entrances and exits have been determined according to on-site safety protocols. Points of entry have been minimized, and these protocols will continue to be followed and monitored.

- Communication to all families regarding following the return to school protocols will be presented in multiple forms.
- An online review of the Lake Shore Preparedness and Response plan will be completed by parents prior to a return to in person instruction.
- Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
- All guests through employment that must enter a building during school hours, must fill out a screener and have a temperature check. (CPS, Vision/Hearing).
- Conferences and IEP/504 meetings are held virtually whenever possible.
- Staff members will not be allowed family members into a building during in person instruction until phase 6 (this excludes SACC services).

A designated quarantine area at all buildings for students or staff members who become ill during the school day.

- Quarantine area will be staffed by a Medical Assistant-Certified (MA-C) to care for the students and staff who become ill during the school day.
- Entry doors to quarantine spaces must be locked. Entry will be granted by the MA-C or by a keyed staff member wearing proper PPE.
- Quarantine areas should be set-up to establish 6 feet of social distancing of the occupants when space is available.
- Building administrators will establish procedures for parent pick-up from quarantine areas.

Students who become ill with symptoms of COVID-19 will be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.

When a student notifies a staff member they are ill during the school day the following will occur:

Classroom to Quarantine:

- If the student is in distress, follow proper emergency guidelines and call for emergency assistance.
- Classroom teacher will contact the designated building escort to walk the ill child to the quarantine area.
- Building escort will arrive wearing a surgical mask and provide a surgical mask to the student. The student will replace their current mask with the provided surgical mask.
- Building escort will direct (and if necessary, provide assistance to) the student to gather their belongings and place them in a bag, provided by the building escort.
- Building escort will walk the student to the quarantine area.
- Building escort will make a direct introduction of the student to the MA-C, ensuring the MA-C has taken over responsibility of care for the student. If the MA-C is engaged in active care of another student, the building escort will wait until acknowledgment and introduction can be made.
- The student will then be directed to sit in one of the marked chairs with their belonging bag.
- The building escort will leave the quarantine area and proceed directly to the nearest handwashing station (wash hands, as per the CDC guidelines) to wash hands and change their mask.
- The remaining students and the staff member in the room affected by the ill student should be relocated for the remainder of the day or until cleaning/disinfecting can take place in the classroom or area.

- The remaining students and staff member(s) should be directed to wash their hands and continue with their day.

Symptomatic students sent home from school may return in accordance with requirements established by the Macomb County Health Department.

Staff will conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit COVID-19 related symptoms, they should stay home.

Families will check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing if symptoms of COVID-19 are present.

Families will monitor their children for symptoms of COVID-19. The presence of any symptoms, 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.

An electronic screening tool for employees and students will be utilized.

Staff members will monitor students upon arrival and throughout the day and temperature checks will be performed as warranted.

Staff will be trained on the use of no-touch thermometers.

Health & Safety requirements will remain the same under Phases 4 and 5. Sustained time at Phase 5 will trigger a re-evaluation.

SAFETY PROTOCOLS: Testing Protocols for Students and Staff and Responding to Positive Cases

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> Schools are closed for in-person instruction. 	<ul style="list-style-type: none"> Schools must 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 should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing. Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing. Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines. Families should be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home. In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19. Parents and guardians are encouraged to check students' temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing. Parents and guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider. 	<ul style="list-style-type: none"> Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff. Students who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and be transported by their parent/guardian, emergency contact, or ambulance, if clinically unstable, for off-site testing. Staff who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and should be transported for off-site testing. Symptomatic students and staff sent home from school should be kept home until they have tested negative or have been released from isolation according to CDC guidelines. Families should be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home. In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes within six feet to the student or staff member) so that they can be quarantined at home. Classmates should be closely monitored for any symptoms. At this time, empiric testing of all students in the class is not recommended. Only those that develop symptoms require testing. Parents or guardians are encouraged to check student's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 greater must stay home and consider COVID-19 testing if no other explanation is available. Parents or guardians are encouraged to monitor for symptoms of COVID-19, including any cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives should prompt the parent or guardian to keep the student home from school and seek out testing. 	<p>N/A</p>

SAFETY PROTOCOLS: Testing Protocols for Students and Staff and Responding to Positive Cases LOCAL IMPLEMENTATION STRATEGIES

- County-wide protocols/guidance have been determined in partnership with the Macomb County Health Department.

Health & Safety requirements will remain the same under Phases 4 and 5. Sustained time at Phase 5 will trigger a re-evaluation.

SAFETY PROTOCOLS: Responding to Positive Tests among Staff and Students

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> Schools are closed for in-person instruction. 	<ul style="list-style-type: none"> All schools, public and private, must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school. If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles. 	<ul style="list-style-type: none"> If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles. 	<p>REQUIRED:</p> <ul style="list-style-type: none"> In the event of a lab or clinically diagnosed case of COVID-19 among staff or a student, the classroom or areas exposed must be immediately closed until cleaning and disinfection can be performed. If the person was in the school building without a facial covering, or large areas of the school were exposed to the person, short term dismissals may be required to clean and disinfect the larger areas. This decision must be made in concert with the local public health department. Cleaning staff must wear a surgical mask when performing cleaning of these areas along with gloves and face shield.
	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. Schools can help the local health department by collecting data and contact information of those exposed. Note: schools should provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test). Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination. 		

SAFETY PROTOCOLS: Responding to Positive Tests Among Staff and Students

LOCAL IMPLEMENTATION STRATEGIES

- HIPAA and FERPA laws will be taken into consideration for all who may fall ill and/or contract COVID-19, and additional training and guidelines will be provided for all staff.
- Staff will be provided with proper PPE when performing cleaning and disinfecting of any areas.
- County-wide protocols/guidance have been determined in partnership with the Macomb County Health Department.
- Lake Shore has added a "COVID Support Liaison" to work with the Department of Employee Services, our schools, families and students. The COVID Support Liaison will maintain constant communication with the Macomb County Health Department, regarding current COVID related developments, safe practices, and appropriate responses to suspected and positive cases.

Health & Safety requirements will remain the same under Phases 4 and 5. Sustained time at Phase 5 will trigger a re-evaluation.

SAFETY PROTOCOLS: Food Service, Gathering and Extracurricular Activities

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> • Schools enact food distribution programs. • All inter-school activities are discontinued. • After-school activities are suspended. 	<ul style="list-style-type: none"> • Prohibit indoor assemblies that bring together students from more than one classroom. • Students, teachers, and food service staff should 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 should be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students should wear facial coverings. • If possible, school-supplied meals should be delivered to classrooms with disposable utensils. • If possible, schools should offer telecasting of assemblies and other school-sanctioned events. • All gatherings, including those that occur outdoors (e.g., graduations) should comply with current and future executive orders that set caps on congregations of people. 	<ul style="list-style-type: none"> • Prohibit indoor assemblies that bring together students from more than one classroom. • Students, teachers, and food service staff should 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 should be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students should wear facial coverings. • If possible, school-supplied meals should be delivered to classrooms with disposable utensils. • If possible, schools should offer telecasting of assemblies and other school-sanctioned events. • All gatherings, including those that occur outdoors (e.g., graduations) should comply with current and future executive orders that set caps on congregations of people. 	<ul style="list-style-type: none"> • Safety protocols no longer required.

SAFETY PROTOCOLS: Food Service, Gathering and Extracurricular Activities

LOCAL IMPLEMENTATION STRATEGIES

- Food Service staff will continue to use personal protective equipment as recommended by the County Health Department.
- Use of the cafeteria will be limited. When in use, spacing protocols will be followed.
- Busing protocols will be followed when transporting students.

Phases Four & Five:

- Elementary classrooms will eat in their classroom and other available spaces. Use of alternate spaces will be scheduled, and safety protocols must be followed (cleaning, sanitization, social distancing, movement, etc.) .
- Secondary students will utilize all designated areas, including but not limited to outdoor spaces, while maintaining proper social distancing.
- Students will be encouraged to pre-order meals, and all meals will be served by food service staff.
- No self serve stations, share tables, or condiment and cutlery tables.
- Menu options will be streamlined.
- Elementary students will have their meals delivered to the space they will be eating.
- Allergies-either classrooms may be nut free if needed, or students can go to the cafeteria to eat if they have an allergy.
- Students will wash and/or sanitize hands before and after meal times.
- Virtual meal pick up will be available once per week, for meals Monday-Friday, times and location TBD.
- Recess for individual classrooms should be held outside when possible.
 - Each building should have either a sign up or schedule in place so that only one classroom uses each outdoor space at a time with time between uses in order to properly sanitize spaces.
 - Custodial staff will be able to sanitize using the Clorox 360, while other LSPS staff will sanitize other equipment.
 - Students will wash and/or sanitize hands before and after recess.
 - Administrators will develop a schedule promoting cohorting of students and social distancing. .
- Extra-curricular activities - The following guidelines should be used when advisors/sponsors develop proposals (submitted to administration) for meetings:
 - We recommended that as many extra-curricular activities as possible be held virtually.
 - Activities that cannot be held virtually but can be held while still following health and safety guidelines must have sponsors/advisors gauge interest beforehand, to limit the number of students in attendance. Students will pre-register for all activities being held in the buildings.
 - All participants in any activities will utilize one designated entrance.
 - During the activity, the adult present will be responsible for taking attendance and assigning seats for all students involved. Records must be kept for attendance and seating charts.
 - Advisors/sponsors will be responsible for sanitizing the space.
 - Any in person meetings should occur within an hour before and an hour after school start and end times.

Health & Safety requirements will remain the same under Phases 4 and 5. Sustained time at Phase 5 will trigger a re-evaluation.

SAFETY PROTOCOLS: Athletics

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> All athletics are suspended. 	<ul style="list-style-type: none"> Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS). Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event. All equipment must be disinfected before and after use. Inter-school competitions may be held provided that facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section. Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding. Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment. Handshakes, fist bumps, and other unnecessary contact must not occur. Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing. Large scale indoor spectator events are suspended. Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another. 	<ul style="list-style-type: none"> Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event. All equipment must be disinfected before and after use. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section. Each participant should use a clearly marked water bottle for individual use. There should be no sharing of this equipment. Indoor weight rooms and physical conditioning activities are allowed. Social distancing of six feet between participants should be maintained while indoors and sharing equipment should be avoided. 	<ul style="list-style-type: none"> Safety protocols are no longer required.

SAFETY PROTOCOLS: Athletics

LOCAL IMPLEMENTATION STRATEGIES

- The district will follow Macomb Area Conference (MAC), (Michigan High School Athletic Association) MHSAA, and the National Federation of State High School Associations (NFHS) guidance.

Health & Safety requirements will remain the same under Phases 4 and 5. Sustained time at Phase 5 will trigger a re-evaluation.

SAFETY PROTOCOLS: Cleaning

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> Schools are closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order. 	<ul style="list-style-type: none"> Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution. Libraries, computer labs, arts, and other hands- on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution. Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period. Playground structures must continue to undergo normal routine cleaning, but using an EPA- approved disinfectant is unnecessary. Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products. 	<ul style="list-style-type: none"> Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution. Libraries, computer labs, arts, and other hands- on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution. Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period. Playground structures must continue to undergo normal routine cleaning, but using an EPA- approved disinfectant is unnecessary. Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products. 	<ul style="list-style-type: none"> Safety protocols are no longer required.

SAFETY PROTOCOLS: Cleaning LOCAL IMPLEMENTATION STRATEGIES

- Cleaning protocols will focus on frequently touched surfaces.
- Cleaning supplies with either an EPA-approved disinfectant or diluted bleach solution available in all classrooms, libraries, computer labs, and other student spaces for cleaning every class period by students/staff . Efforts must be made to minimize sharing of materials between students, as able.
- EPA-approved disinfectant or diluted bleach solution is available in each classroom for cleaning after class periods.
- Playground structures will continue to undergo normal routine cleaning, using an EPA- approved disinfectant.
- 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.
- Custodial staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.
- Staff provided with appropriate PPE when performing all cleaning activities.
- Athletic equipment to be cleaned with either an EPA-approved disinfectant or diluted bleach solution before and after each use.
- Sanitizing stations in each room and around school.
- Training staff on proper cleaning protocols.

Health & Safety requirements will remain the same under Phases 4 and 5. Sustained time at Phase 5 will trigger a re-evaluation.

SAFETY PROTOCOLS: Busing and Student Transportation

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> Schools are closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order. 	<ul style="list-style-type: none"> Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus. The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials. Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned. Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver’s cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes. Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily. Create a plan for getting students home safely if they are not allowed to board the vehicle. If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students. Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out. Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe. 	<ul style="list-style-type: none"> Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus. The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials. Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned. Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver’s cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes. Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily. Create a plan for getting students home safely if they are not allowed to board the vehicle. If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students. Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out. Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe. 	<ul style="list-style-type: none"> Safety protocols are no longer required.

SAFETY PROTOCOLS: Busing and Student Transportation LOCAL IMPLEMENTATION STRATEGIES

- Transportation is temporarily suspended for general education programs.
- Transportation will be provided for homeless students and where required as part of an Individualized Education Plan (IEP).
- Redeploy transportation staff to schools to assist with disinfecting, screening, and student support.

Health & Safety requirements will remain the same under Phases 4 and 5. Sustained time at Phase 5 will trigger a re-evaluation.

SAFETY PROTOCOLS: Medically Vulnerable Students and Staff

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PHASES 1 – 3	PHASE 4	PHASE 5	PHASE 6
<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19. • Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments. • Pertaining to medically vulnerable students, revise the school’s remote learning plan to incorporate feedback and input from teachers, families, students, and school leaders and improve its effectiveness. Share it with all involved stakeholders. • Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should have N95 masks. 	<ul style="list-style-type: none"> • Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and updating their care plans as needed to decrease their risk for exposure to COVID-19. • Create a process for students/families and staff to self-identify as high risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments. • Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should wear an N95 mask at the time of delivery. 	<ul style="list-style-type: none"> • Safety protocols are no longer required.

SAFETY PROTOCOLS: Medically Vulnerable Students and Staff LOCAL IMPLEMENTATION STRATEGIES

- Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
- Have alternate learning areas for medically vulnerable students and staff.

The District will consider requests from staff desiring a virtual assignment, following the criteria below:

1. The first tier will be for staff who are personally at high risk for serious illness due to COVID-19.
2. The second tier will be for staff who live with someone who is high-risk.
3. The next tier will be for staff who have child-care challenges or another reason they can't go back to school.
4. The last tier will be for staff who simply don't feel comfortable going back without an underlying reason.

The district will accommodate as many staff as they can, starting with the first tier and working their way down.

Virtual Learning

- The school's virtual learning plan will incorporate feedback and input from teachers, families, students, and school leaders and improve its effectiveness and be shared with all involved stakeholders.
- Remote learning plans are updated and shared at least weekly with all involved including but not limited to teachers, subs, cafeteria workers, office staff and aides.

Health & Safety requirements will remain the same under Phases 4 and 5. Sustained time at Phase 5 will trigger a re-evaluation.

MENTAL & SOCIAL-EMOTIONAL HEALTH

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PHASES 1 – 3	PHASE 4	PHASE 5
<ul style="list-style-type: none"> • Schools should implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines. • Establish and communicate guidelines to all staff regarding 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, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma. • Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member). • Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources. 	<ul style="list-style-type: none"> • Encourage schools to implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines. • Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams. • 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. • Encourage the identification of a point person or establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials. • Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member). • Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources. • Establish ongoing reporting protocols for school staff to evaluate physical and mental health status. • Provide resources for staff self-care, including resiliency strategies. • Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners. • Leverage MDE resources for student and staff mental health and wellness support. • Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email). • Communicate with parents and guardians, via a variety of channels, return to school transition information including: <ul style="list-style-type: none"> o Destigmatization of COVID-19; o Understanding normal behavioral response to crises; o General best practices of talking through trauma with children; and • Positive self-care strategies that promote health and wellness. 	

MENTAL & SOCIAL-EMOTIONAL HEALTH LOCAL IMPLEMENTATION STRATEGIES

District may use programs such as the SAEBRS assessment, part of Fast Bridge, to assess individual students' mental health. <https://www.fastbridge.org/saebrs/>

Phases 1- 3

It is imperative during this time that remote learning attends to student social and emotional needs. Some of the ways the district will ensure that all school community members feel connected and informed include:

- Providing ongoing communication among all stakeholders
- Provide opportunities for positive feedback/connection between students and teachers
- Acknowledge students' current situation and context
- Provide students with appropriate supports to process events
- Utilize trauma-informed practices, when possible
- Utilize school and community resources to provide mental health supports
- Leverage the use of Guidance Counselors/Social Workers for ongoing support and check-ins

The district will also use a variety of strategies to maintain regular communication with students that may include phone calls, written letters, email, virtual meetings using technology platforms such as Google Classroom, Schoology, or Zoom. This will allow staff to stay connected and maintain supportive relationships with all students. All staff will work together to provide this support, including teachers, principals, counselors, social workers, etc.

To maintain connection to existing supports that were in place prior to the closure of school buildings, the district will share resources so families can connect with professional, certified staff who provide support services to families at the school level. The district will also provide access to the information related to COVID-19 provided by the county, state, and federal resources, including the Center for Disease Control (CDC), the Michigan Department of Health and Human Services (MDHS), and the Macomb County Health Department (MCHD).

CASEL Leveraging the Power of SEL (Social & Emotional Learning): The district will leverage SEL by considering the following:

- Take time to build partnerships, deepen understanding, and plan for SEL.
- Design opportunities for adults to connect, heal, and cultivate their own SEL competencies and capacities.
- Create emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development.
- Use data as an opportunity to deepen relationships and continuously improve support for students, families, and staff.

MENTAL & SOCIAL-EMOTIONAL HEALTH LOCAL IMPLEMENTATION STRATEGIES

Continued from previous page:

Phase 4

The district will utilize appropriate mental health screeners as feasible, adhering to all HIPAA and FERPA policies. District communication protocols will be used to convey the guidelines teachers may use for identification and rapid referral of at-risk students in face-to-face, hybrid, and remote learning environments. The district will provide opportunities to help all school community members feel connected and informed by providing ongoing communication among all stakeholders. The district and school leaders will promote and support opportunities for positive feedback/connection between students and teachers, and acknowledge individual students' current situation and context. All students will have access to appropriate supports to process events, schools and teachers utilize trauma-informed practices, when possible. School staff will utilize school and community resources to provide mental health supports and leverage the use of Guidance Counselors/Social Workers for ongoing support and check-ins.

Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) CASEL Social and Emotional Roadmap for Reopening School (CASEL Resource for Reopening)

The district will refer to the crisis management plan regarding communication procedures, community resources, staff care, SEL or resiliency strategies, mental health liaison, communication, and hotlines.

Lake Shore Public Schools will create protocols that promote social and emotional well being by

- Providing communication to all stakeholders with updates from social emotional, safety and teaching and learning committees
- Provide point person for each building for positive feedback/connection between students and teachers, district COVID Support Liaison will link all buildings
- Acknowledge students' current situation and context
- Provide students, staff and parents with appropriate supports to process events, both in person as well as online resources
- Utilize trauma-informed practices, when possible, we have modified the Lake Shore Crisis Plan to include responses to Covid 19 issues
- Utilize school and community resources to provide social emotional supports
- Leverage the use of Guidance Counselors/Social Workers for ongoing support and check-ins
- Use a variety of methods to maintain regular communication with students that may include phone calls, written letters, email, virtual meetings using technology platforms such as Google Meet and Zoom. This will allow staff to stay connected and maintain supportive relationships with all students. All staff will work together to provide this support, including teachers, principals, counselors, social workers, etc.
- Share resources so families can connect with professional, certified staff who provide support services to families at the school level. Districts will also provide access to the information related to COVID-19 provided by the county, state, and federal resources, including the Center for Disease Control (CDC), the Michigan Department of Health and Human Services (MDHS), and the Macomb County Health Department (MCHD).

Lake Shore Public Schools will leverage social/emotional learning by considering the following:

- Take time to build partnerships, deepen your understanding, and plan for social/emotional learning..
- Design opportunities, Google Meet, online resources in schoology, for adults to connect, heal, and cultivate their own social/emotional learning competencies and capacities.
- Create emotionally and physically safe, supportive, and engaging learning environments that promote all students' social and emotional development.
- Use data as an opportunity to deepen relationships and continuously improve support for students, families, and staff.

Phase 4

Lake Shore Public Schools will utilize appropriate social emotional screeners as feasible, adhering to all HIPAA and FERPA policies.

- Communication protocols will be used to convey the guidelines teachers may use for identification and rapid referral of at-risk students in face-to-face, hybrid, and remote learning environments.
- Provide opportunities to help all school community members feel connected and informed by providing ongoing communication among all stakeholders.
- Promote and support opportunities for positive feedback/connection between students and teachers, and acknowledge individual students' current situation and context.
- All students will have access to appropriate supports to process events, schools and teachers utilize trauma-informed practices, when possible.
- School staff will utilize school and community resources to provide social emotional support and leverage the use of Guidance Counselors/Social Workers for ongoing support and check-ins.

Lake Shore Public Schools will refer to our crisis management plans regarding communication procedures, community resources, staff care, SEL or resiliency strategies, mental health liaison, communication, and hotlines.

Protocols, and learning opportunities, will remain the same under Phases 4 and 5. Sustained time at Phase 5 will trigger a re-evaluation.

INSTRUCTION: Governance

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PHASES 1 – 3	PHASE 4	PHASE 5
<ul style="list-style-type: none"> • Create a district Return to Instruction and Learning working 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: <ul style="list-style-type: none"> o 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. o Revise the district’s remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness. o Share the district’s remote learning plan with all involved stakeholders. 	<ul style="list-style-type: none"> • Create a district Return to Instruction and Learning working 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: <ul style="list-style-type: none"> o 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. o Revise the district’s remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness. o Share the district’s remote learning plan with all involved stakeholders in case of a return to remote learning. 	

INSTRUCTION: Governance

LOCAL IMPLEMENTATION STRATEGIES

Phase 1-3

Macomb County districts recognize that a variety of alternative modes of instruction need to be provided to meet students' diverse needs. These learning options include hard copy media (paper), mixed media (hybrid), or digital media, depending on the tools and resources accessible to each student. We will continue to gather feedback from all stakeholders about their experiences with remote learning through a variety of methods (e.g., surveys, virtual focus groups). Information provided by stakeholders will be used to help districts make decisions and improve the remote instruction provided to students.

Modes of instruction will be clearly communicated by districts and available to students and parents so they can select which option(s) best meets students' needs and their individual situations at home.

Phases 4-5

County-level leadership teams have met regularly since the closure of brick and mortar schools and will continue to meet regularly. Additional return-to-work groups include leaders from Macomb County school districts, the Macomb Intermediate School District, Macomb County's Executive's Office, Macomb Community College, other post-secondary institutions, and community partners. These groups meet consistently to gather and analyze feedback, adjust learning plans based on stakeholder input, and share the revised instructional options. In addition, Macomb County local districts have established return-to-work teams focused on creating a safe and productive environment for all stakeholders.

Modes of instruction will be clearly communicated by districts and made available to students and parents so they can select which option(s) best meets students' needs and individual home situations.

Lake Shore Public Schools MISafeStart planning committee includes focused work around Instruction facilitated by the Assistant Superintendent of Academic Services.

Subcommittees were formed for *in person instruction, virtual/remote learning, professional development, communications and athletics*. Subgroups were led by building administrators and staff, and included parents and community members.

- A Schoology Group was created for curation, resource sharing and feedback opportunities. **ALL** staff had the opportunity to join the group, even if not officially participating with committee work.
- Committee and subcommittee virtual meetings were recorded. Meetings, agendas and working notes were all posted in the Schoology group, for access by teaching staff and other committees to stay apprised of the work.
- The process, and the work, was communicated using standard district communication tools, including School Messenger, Social Media and email.
- Parent, student and staff surveys, taking during and after school building closure, contributed to the recommendations of the committee.
- In-person, blended and 100% virtual options will be made available to families, with focus on keeping students connected to their school communities regardless of their learning choice. These are not separate academies or schools, but methods of delivery to personalize instruction for students. A Shorian is a Shorian regardless of where instruction and learning occur.

Protocols, and learning opportunities, will remain the same under Phases 4 and 5. Sustained time at Phase 5 will trigger a re-evaluation.

INSTRUCTION: Remote Instruction

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PHASES 1 – 3	PHASE 4	PHASE 5
<ul style="list-style-type: none"> • Ensure that remote learning plans, revised based on feedback and input from school leaders, educators, families, and students, are distributed to all involved stakeholders in their home language. Create opportunities for ongoing feedback. • Activate remote learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources. • Support schools to assess every student in grades preK- 12 during the first few weeks of school, using a screener, diagnostic, or formative assessments that can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families. • Review students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's needs based on assessment data and parent feedback, and design accommodations and match services accordingly. <ul style="list-style-type: none"> o Commence online intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and career and technical education. o 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. • Secure supports for students who are transitioning to postsecondary. • Conduct checkpoints with school leaders around curriculum and instruction and ongoing monitoring of student progress, specifically honing in on the progress of students in need of additional support. • Remain connected with MDE about policies and guidance. • Develop a continuation of services plan for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers. 	<p>N/A</p>	<p>N/A</p>

INSTRUCTION: Remote Instruction LOCAL IMPLEMENTATION STRATEGIES

Phase 1-3

Where feasible and resources permit:

The district will communicate learning plans to all stakeholders in various home languages. District may also use its English language support system, including the MISD bilingual services, to communicate with non- and limited-English speaking families. Although the district is equipped to support students and parents by communicating frequently via multiple modes, there is still a need to revisit communication in multiple home languages.

Macomb County districts are prepared to deliver remote instruction. The district will strive to provide access and tangible resources in lieu of technology as needed. The district will continue to gather input from families about their remote learning experiences and utilize this information to revise and strengthen learning opportunities provided to students. This data will also be used to deepen relationships to meet the needs of students, families, and staff.

Macomb County districts have drawn on several remote instructional frameworks in order to meet the instructional and social emotional needs of Macomb County students. These models include: Universal Design for Learning (UDL), Learning Forward, MCREL's Kickup, and Collaborative for Academic Social Emotional Learning (CASEL).

The district has created structures to implement high quality instructional learning for remote contexts in synchronous and asynchronous environments. Macomb County continues to provide professional learning for staff regarding setting up and leading online learning experiences. Teachers may utilize county developed templates for consistent instructional delivery through various platforms including BlackBoard, Google Classroom, and Schoology. Teacher collaboration and ongoing professional development will be offered to strengthen teachers' ability to customize remote instruction according to students' needs. Teachers will highlight routines and structures to engage students in new learning based on essential standards, and provide students with opportunities to submit evidence of their learning. They will measure student progress and provide students and parents with ongoing, timely feedback about their learning. In addition, teachers will intentionally create emotionally and physically safe and supportive learning environments for students to develop deep relationships with teachers and peers.

Viable and reliable remote assessment is a concern for many districts in the county. Although there are assessment programs in place to meet this need, nothing can replace the connection of a teacher and student physically in a classroom setting engaging formative observations of learning and the application of knowledge. The district will administer screening and diagnostic assessments as appropriate, to better understand each student's current academic level and inform instructional starting points. The district will continue to utilize benchmark and formative assessments to measure student progress and inform instructional next steps.

INSTRUCTION: Remote Instruction LOCAL IMPLEMENTATION STRATEGIES

Continued from previous page:

The Macomb Intermediate School District, in partnership with its local school districts, will continue to collaborate with the Detroit Regional Foundation and the Ballmer Foundation to provide counseling services to students and parents throughout the summer months to help solidify post-secondary plans.

The district and school leaders will engage in data analysis around curriculum and instruction to monitor student progress and make instructional adjustments. Staff members will use a Multi-Tiered System of Support to identify student needs, provide tiered interventions and monitor student progress. All staff will work together to provide this support, including teachers, principals, counselors, social workers, etc. by regularly communicating with students and families.

The district and school leaders will engage in data analysis around curriculum and instruction to monitor student progress and make instructional adjustments. Staff members will use a Multi-Tiered System of Support to identify student needs, provide tiered interventions and monitor student progress. All staff will work together to provide this support, including teachers, principals, counselors, social workers, etc. by regularly communicating with students and families.

Lake Shore Public Schools will design learning and communication protocols to allow a more seamless transition between remote, in-person and (choice) 100% virtual instruction.

- Remote and 100% Virtual Instruction will be taught by Lake Shore Public Schools certified staff, using district curriculum and resources, to the extent possible.
- Use of Schoology as the Learning Management system K-12.
- Integration of SeeSaw at K-2 for appropriate digital learning opportunities.
- Streamline communications using School Messenger and Schoology for district, building and classroom communications.
- Creation of non-digital learning kits, by grade level and content as appropriate, to ensure developmentally appropriate access to learning that is supported through our digital platforms.
- Scheduled synchronous and asynchronous learning.
- Multi-tiered systems of support remain in place for both academic and social-emotional well-being.
- Consistency in course format aligned to developmentally appropriate organization, including weekly agendas, daily focus and parent communication.
- Feedback on learning, including due dates and deadlines, will inform assessment and grading. At the elementary, standards-aligned reporting will continue. At secondary schools, students will earn quarterly informed, semester grades for credit.
- Assessments for progress monitoring will continue virtually with District MTSS systems already in place, and will require the assistance of an adult in the home for K-5.
- Models for establishing home learning, including schedules and spaces, will be communicated.
- Families needing assistance with independent work will be supported virtually through district support staff.
- A return to in person instruction from remote learning, whether due to moving from Phase 3 or to establish a safe return during Phases 4 and 5, will consider beginning with a staged return that limits students and staff in a building. The goal will be a return of students at all levels, Pre-K - 12, to a minimum of a 50% in person instruction.
 - K-5, students with special needs, transition years and/or courses that are not well suited to remote learning may be phased in at a level greater than 50% in person as spacing and safety measures allow.

Protocols, and learning opportunities, will remain the same under Phases 4 and 5. Sustained time at Phase 5 will trigger a re-evaluation.

INSTRUCTION: Instruction (Before Schools Reopen)

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PHASES 1 – 3	PHASE 4	PHASE 5
	<ul style="list-style-type: none"> • 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. • Make expectations clear to school leaders and teachers around hybrid or remote instruction that include: <ul style="list-style-type: none"> o Best practices for blended or remote learning; o Grade-level proficiencies; o Modes of student assessment and feedback; o Differentiated support for students; o The inclusion of social-emotional learning; and o Guidance around daily instructional time and workload per different grade bands to ensure consistency for students. 	
	<ul style="list-style-type: none"> • Set an instructional vision that ensures that: <ul style="list-style-type: none"> o Every 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 is aligned to Michigan preK-12 standards. • 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. <ul style="list-style-type: none"> o Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE. o 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. • Inventory all intervention programs and services available to students on the district and school level and identify any gaps. • Remain connected with MDE 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. 	

INSTRUCTION: Instruction (Before Schools Reopen)

County and district professional learning has been ongoing regarding best practices for remote instruction using technological and non-technological delivery methods.

Providing access in all subject areas will prove challenging and is a concern when districts are unable to hold in-person classes. While we understand best practice is face-to-face instruction, staff members are working to design quality learning options for all students. The district will continue to be flexible in addressing all student needs and make adjustments as needed. Lake Shore has created teams to ensure this is implemented and that follow through is organic, supported by our Professional Learning Communities.

Phase 4

The district will communicate expectations for teaching in face-to-face, hybrid, or remote contexts. The district will activate best practice learning at scale, with standards-aligned curricula and high quality instructional materials. The district, schools, and teachers will continue to strengthen synchronous and asynchronous opportunities using best practice instructional strategies for both remote and face-to-face contexts. The district will promote interaction with content in a variety of formats, which foster student engagement, consistency, and differentiation.

District will encourage grade level/content area teams to collaboratively identify essential standards (concepts) and grade level proficiencies. Teacher teams will also create learning progressions, learning targets, and pacing guides reflective of essential standards (concepts). Lesson plans will include formative checks and scaffolding to meet the needs of all students. District and schools will utilize specific instructional platforms and delivery methods while clarifying expectations for students and parents.

District will create systems of equity and access for all students. District will identify staff responsible to determine levels of interventions for students not participating or responding to instruction. Special and general education teachers will continue to work collaboratively to meet IEP goals and provide accessibility to any assistive technologies as needed. Specific skilled personnel participating in this system may include teachers, administrators, counselors, social workers, etc.

District may draw from frameworks such as CASEL or STARR Commonwealth, and use the actionable recommendations to ensure the social and emotional needs of all students and adults are addressed.

The Macomb ISD will work with districts to continue providing professional learning support directly related to stakeholder needs. These job-embedded supports will be differentiated according to content and instructional delivery modes. The Macomb ISD will utilize feedback to bring professional learning and services to scale.

Lake Shore Public Schools will continue to evaluate and prioritize standards aligned learning experiences that prepares students for the skills necessary beyond their K-12 experience.

- The district special education team held scheduled IEP and 504 meetings prior to the end of the school, and evaluated those students that may need EYS during Summer 2020.
- LSPS partnered with MISD summer learning programs to reach K-8 At Risk students in literacy and math. Kennedy middle school conducted transition camps for incoming 6th graders and out-going 8th graders. Credit recovery for high school, as well as instructional support for students behind academically in middle school were made available through summer programming that transitioned to virtual offerings.
- Progress monitoring will be done at the beginning of the school year, most likely in the first 30 days, to assess students holistically as well as to inform IRIPS and tiered systems of support academically, and for social and emotional wellness.
- The district has a long history of instructional decision making through Professional Learning Committees, which is a continuous process of identifying prioritized standards, assessment and creating plans for students who need acceleration and support.
- Lake Shore has had 1:1 ChromeBook devices for three years in secondary buildings and two years in elementary buildings. Infrastructure and support of Internet access at home, was confirmed during the building closures. Systems of remote support of devices, including help desk, email and scheduled availability to return devices for repair, are in place.
- Software and digital systems were evaluating, and will be on an ongoing basis. Licenses for screencasting, digital literacy and books, eLibrary cards to the public library system, as well as content specific digital licenses have been procured or renewed.
- District Social Workers attended summer training with Starr Commonwealth on Trauma and Understanding to support Social/Emotional Wellness as a priority for return to school.
- MiSafeStart Return to Learning Committee developed guidelines for learning expectations whether remote, 100% virtual (choice) or in person instruction.
- The district plan for students and families who choose to be 100% virtual, regardless of the phase, will be instructed using the district remote learning plan for phases 1-3. One difference is the availability of some non-core academic courses, which don't lend themselves well to remote instruction or have limited interest, making it infeasible to run a virtual course.
- Psychological assessments that were postponed during building closure will be prior to the start of the school year to the extent possible with social distancing and safety guidelines, as well as the comfort level of families.

Protocols, and learning opportunities, will remain the same under Phases 4 and 5. Sustained time at Phase 5 will trigger a re-evaluation.

INSTRUCTION: Communication & Family Supports

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PHASES 1 – 3	PHASE 4	PHASE 5
<ul style="list-style-type: none"> • Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, call, email, home visit) to share: <ul style="list-style-type: none"> o Expectations around the duration of the closure and reopening; o Decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time, and estimated workload. This should be done in collaboration with local bargaining units; o Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child; and o Training on accessing and using the school’s digital systems and tools, and workshops for families to build digital literacy. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> o Expectations around their child’s return to school; o Clear information about schedules and configurations, if hybrid; o Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and o Plans for each of the different school opening scenarios. • Provide resources that demonstrate schools value parents as partners in their child’s education. Offer family supports that provide families with: <ul style="list-style-type: none"> o Training about how to access and use the school’s chosen digital systems and tools; o Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child; o Opportunities to build their digital literacy; and o Strategies to support their child’s learning at home. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> o Expectations around their child’s return to school; o Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and o Plans for each of the different school opening scenarios. • Provide resources that demonstrate schools value parents as partners in their child’s education. Offer family supports that provide families with: <ul style="list-style-type: none"> o Training about how to access and use the school’s chosen digital systems and tools; o Opportunities to build their digital literacy; and o Strategies to support their child’s learning at home.

INSTRUCTION: Communication & Family Supports

Phases 1-3

During these unprecedented times, the connectedness and care for our students and one another is our first priority, as we strengthen our remote teaching and learning. The district is well-equipped to support students and parents and to communicate plans frequently via multiple modes.

Where feasible and resources permit:

The district may revisit communication and parent training options in multiple languages. The district will continue to provide parent training via appropriate, physically-distanced modes to support remote learning. Reaching students and families will continue to be a strong focus for the district. Channels of communication with students, staff and families include phone, email, district websites, learning platforms (BlackBoard, Google Classroom, Schoology, etc.) and social media.

Communication will address district protocols, grade level expectations for teaching and learning, teacher accessibility for check-in with students and families, processes for feedback and monitoring of student learning, and prioritizing social-emotional wellbeing. The district will communicate with students and families who do not have internet access via phone, mail, or home visits.

In partnership with the MISD, the district provided instructional support over the summer months (EL Camp, First Grade Fundamentals, Kinder Connect, Math Camp, recommended reading lists by grade level, SAT preparation, and STEM support) to meet students where they are and prepare them for the upcoming school year. The data from these programs will be utilized to inform 2020-21 instruction and MISD professional learning services. Additional resources include:

[Guiding Principles To Help Meet The Assessment Need of English Learners](#)

[Recommended Actions To Support The Assessment of English Learners](#)

The district will continue the practice of utilizing survey and focus group data to identify family digital literacy needs and will provide families with opportunities for technical training on those digital systems and tools.

INSTRUCTION: Communication & Family Supports

Continued from previous page:

Phase 4

As feasible and resources permits, the district will build upon existing communication systems in an effort to reach every family and student in their home language through multiple modes with the support and services of Macomb ISD Bilingual staff.

The district will communicate schedules and configurations to all stakeholders through the methods listed above.

Phase 5

As feasible and resources permits, districts will build upon existing communication systems in an effort to reach every family and student in their home language through multiple modes with the support and services of Macomb ISD Bilingual staff.

Lake Shore Public Schools will use a streamlined approach to communication with families and students.

- The main systems will be School Messenger and Schoology. This will allow families to have two communication points with the district, building(s), and classrooms.
- District Social Media accounts, including Facebook, Instagram, and the district website will update regularly with plans, district communication, contact as well as celebrations and inspiration occurrences.
- Family and student support will include instructional videos on access and using platforms, digital tools and explanation of policies and procedures. These will be housed in Schoology parent groups, on the district website and communicated through official channels.
- Student leaders and PTO will be used to provide virtual family and parent connections.
- English learner students and families will be provided translated documents and communications in conjunction with MISD partnership.
- Staff will communicate their course set up, weekly lessons, and explanation of tools and platforms with synchronous meetings, instructional videos and/or written instructions.

INSTRUCTION: Professional Learning

PHASES 1 – 3	PHASE 4	PHASE 5
<ul style="list-style-type: none"> • Continue to provide professional learning and training through virtual modes for educators to: <ul style="list-style-type: none"> o Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education; o Share knowledge, continuously learn, and exchange ideas, successes and failures around remote learning; o Share information and data about students' assessment results, progress, and completed assignments; o Learn how to use the school's digital systems and tools appropriately and sustainably; and o Build capacity around high-quality remote learning. 	<ul style="list-style-type: none"> • Provide adequate time for schools and educators to engage in: <ul style="list-style-type: none"> o Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed; o 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; o Identify students who potentially need additional support; and o Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning. • Create a plan for professional learning and training, with goals to: <ul style="list-style-type: none"> o Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education; o Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and o Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging. 	

INSTRUCTION: Professional Learning

Educators will have opportunities for virtual professional learning and to further develop their Professional Learning Communities in a remote learning environment. This will include but not be limited to curriculum review, lesson planning, data collection and analysis, and climate/culture work.

Phase 1-3

Macomb ISD, together with district leaders, will continue the practice of analyzing survey data and working to provide additional professional learning to meet the instructional needs of staff members county-wide. Professional learning and support will continue to be provided to strengthen staff capability to meet the remote learning goals in the district. The district has a variety of ways to support staff and will focus on the essential skills needed for daily success. The [MISD website](#) is updated frequently to reflect online professional learning opportunities as district needs are identified. Professional learning topics include but are not limited to:

- Getting Started with Online Learning; Getting Started with Schoology; Special Education Design; Accessibility;
- Other Considerations when Providing Enrichment; Meeting Your Classroom Online: Options for Virtual Connections; Discovery Education Experience; Coaching and Intervention Collaborative Meetings;
- Trauma Informed and Resilience Professional Learning; social and emotional framework and tools.

Mechanisms to support collaboration among staff members will be enhanced to promote continued learning and connectedness around instructional best practices, equity and implicit bias, social-emotional learning, and culturally responsive education. Teams will have opportunities to exchange information about student assessment results, progress, and assignment completion. Teacher teams will work collaboratively to define age appropriate workloads, timeframes, consistent instructional methodology, monitoring, and feedback. This collaboration among staff will increase equity for students, enhance staff's capability to provide high quality remote teaching, and increase collective efficacy among teachers.

Phase 4

The district will build upon the professional learning plans of Phases 1-3.

Whenever feasible and as resources permit, the district will continue to conduct intentional curriculum planning and documentation through the course of the school year to ensure stability of instruction.

The district will strengthen their systems of equity and access for all students. Staff responsible for determining levels of interventions for students not participating or responding to instruction will be identified by districts. Specific skilled personnel participating in this system may include teachers, administrators, counselors, social workers, etc.

Lake Shore Public Schools, in alignment with the MICIP, district vision and mission, will continue to provide professional development for instructional transformation, while supporting the added needs of remote and virtual learning.

- District calendar includes six days of DPPD for instructional minutes that will be utilized in addition to two days prior to the start of the school year.
- Emphasis prior to school start date will be safety procedures and protocols (PPE, movement protocols, etc), social and emotional wellness, and standardization of learning platforms.
- Beginning September 14th, all instructional staff will engage in a Remote Learning Essentials, facilitated with our learning partners Communications by Design (CBD).
- The district will employ two part-time in-district learning coaches and contract CBD to provide virtual coaching Mon-Fri 8a.m. - 4 p.m.)
- Additional webinars, coaching and learning opportunities through coaches and CBD partnership will be identified through the PLC process and in consultation with District Improvement teams and the District Curriculum Committee.

INSTRUCTION: Monitoring

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PHASES 1 – 3	PHASE 4	PHASE 5
<ul style="list-style-type: none">• Activate plans to monitor and assess the following:<ul style="list-style-type: none">o Connectivity and Access:<ul style="list-style-type: none">▪ Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.o Attendance:<ul style="list-style-type: none">▪ Develop systems to monitor and track students' online attendance on a daily basis.o Student Work:<ul style="list-style-type: none">▪ Teachers will assess the quality of student work and provide feedback to students and families.	N/A	N/A

INSTRUCTION: Monitoring

Student connectivity and access will be monitored in the district.

Phases 1-3

Where feasible and resources permit:

The district has activated plans to ensure all students and families have equitable access to connectivity and devices for instruction. The district has developed a system for monitoring and tracking students' daily attendance:

Hard Copy Media

Teachers will keep track of which students are completing instructional packets. They may also keep a log of communication with students and parents. Inconsistent completion and/or communication with a parent or student, will be raised to the principal or appropriate staff level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections if needed (DHHS, Behavioral Health, etc.).

Mixed Media

If a student does not have access to technology, teachers will keep track of which students are completing instructional packets, and a communication log will be kept documenting contact with students and parents. If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They may 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 appropriate staff level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (DHHS, Behavioral Health, etc.).

Digital Media

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

Teachers will measure student progress and provide students and parents with ongoing, timely feedback about their learning. Teachers will also provide students with opportunities to self-assess the quality of their work, reflect on teacher feedback, and learning progress.

Lake Shore Public Schools evaluated the success of Remote Emergency Learning and used the feedback to establish remote MTSS systems.

- Clear expectations of assignment due dates, deadlines, feedback expectations (minimum once weekly) are established and will be communicated to students and families by the teacher.
- Attendance at required synchronous activities, as well as participation in asynchronous learning, including submission, feedback and two-way communication, will be used to identify students in need of follow up. A tiered system of intervention regarding participation is developed at each building.
- Schoology will be the communication and entry point for all remote and virtual learning. Learning experiences will include synchronous lessons and support, asynchronous instruction, digital activities and assignments, as well as curriculum program workbooks, textbooks, manipulatives, learning games, STEAM and creativity assignments to engage offline.

INSTRUCTION: Instruction

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PHASES 1 – 3	PHASE 4	PHASE 5
N/A	<p><u>STRONGLY RECOMMENDED (PHASE 4) & RECOMMENDED (PHASE 5):</u></p> <ul style="list-style-type: none"> • Ensure that every student: <ul style="list-style-type: none"> o Has access to standards-aligned, grade- level instruction, including strategies to accelerate student learning; o Is assessed to determine student readiness to engage in grade-level content; and o Is offered scaffolds and supports to meet their diverse academic and social- emotional needs. • 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. • 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 including OT, PT, and Speech while school buildings were 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, to increase teachers’ and students’ familiarity with online learning in case of a return to remote instruction. • 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.** 	
	<p><u>STRONGLY RECOMMENDED (PHASE 4):</u></p> <ul style="list-style-type: none"> • If hybrid, activate plans to monitor and assess the following: <ul style="list-style-type: none"> o Connectivity and Access:*** <ul style="list-style-type: none"> ▪ Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork. o Attendance: <ul style="list-style-type: none"> ▪ Develop systems to monitor and track students’ online attendance on a daily basis. o Student Work: <ul style="list-style-type: none"> ▪ 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. 	

INSTRUCTION: Instruction

Please refer to the statements regarding home language and connectivity/devices in the Communication and Monitoring sections of this plan.

Phase 4

As feasible and resources permit:

The district will communicate expectations for teaching in face-to face, hybrid, or remote contexts. The district will strive to activate best practice learning at scale with standards-aligned curricula and high quality instructional materials. The district, schools, and teachers will continue to strengthen synchronous and asynchronous opportunities using best practice instructional strategies for both remote and face-to-face contexts. The district will promote interaction with content in a variety of formats, which foster student engagement, consistency, and differentiation.

The district will encourage grade level/content area teams to collaboratively identify essential standards (concepts) and grade level proficiencies. Teacher teams will build upon existing learning progressions, learning targets, and pacing guides reflective of essential standards (concepts). Lesson plans may include formative checks and scaffolding to meet the needs of all students. In addition districts and schools will determine work products, submission guidelines, and mastery of content/success indicators.

The district and schools will use specific instructional platforms and delivery methods while clarifying expectations for students and parents. The district will conduct intentional curriculum planning and documentation through the course of the school year to facilitate the stability of instruction appropriately. The district and schools will engage in looking back/looking forward to determine vertical alignment and inform collaboration around scaffolding and accommodations with input from Title specialists and special education staff.

Staff members will continue to use a Multi-Tiered System of Support to identify student needs, provide tiered interventions and monitor student progress. In concert with past practice, districts will administer screening and diagnostic assessments as appropriate to better understand each student's current academic level and inform instructional starting points. Benchmark and formative assessments will be utilized to measure student progress and inform instructional next steps. District and school leaders will engage in data analysis around curriculum and instruction to monitor student progress and make instructional adjustments. Special and general education teachers will work collaboratively to meet IEP goals and provide accessibility to any assistive technologies as needed. All staff will work together to provide this support, including teachers, principals, counselors, social workers, etc. by regularly communicating with students and families.

The district will build upon systems to foster equity and access for all students. The district will identify staff responsible for determining levels of interventions for students not participating or responding to instruction. Specific personnel participating in this system may include teachers, administrators, counselors, social workers, etc.

The district will communicate teaching and learning expectations to all stakeholders in various home languages, as feasible and as resources permit. The district will continue to use its English language support system, including the MISD bilingual services, to communicate with non- and limited-English speaking families.

Lake Shore Public Schools is a professional learning community, with established working groups of grade level and content connections, that prioritizes identifying what students need to know (prioritized standards), how those learning standards will be instructed, how learning will be assessed and how students will be supported that demonstrate needs for additional support as well as those meeting and exceeding the standards.

- MTSS processes have been reviewed and are able to be deployed. Support staff has been provided training in learning management systems as well as connecting remotely with students and staff.
- PLCs are scheduled twice monthly, as well as grade level shared preparation times, to allow systematic evaluation of focused standards, achievement and intervention. The committees include building leadership and support staff to ensure appropriate interventions are not only identified but also planned and scheduled. This process remains in place at all phases.
- Partnership with MISD regarding tutoring and support with English Learners will continue.
- Students with 504s and IEPs will continue to receive instruction that is focused on goals and advancing learning. In the event that Phases 1-3 also includes a stay at home order, best effort will be made to provide services such as speech and language, occupational therapy and physical therapy virtually, in collaboration with MISD.

Schedule

- To adhere to social distancing guidelines the district will work toward phasing in a blended 50% in person model of instruction while in Phases 4 and 5
 - Priority will be given to preK-5 students, special needs students, and transitional grades (6 and 9) to return to in person instruction, at the maximum time and days that distance safety protocols will allow. Courses that are particularly suited for in person learning (band, choir, CTE, etc.) will also be given priority for return to in person instruction.

OPERATIONS: Facilities

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PHASES 1 – 3	PHASE 4	PHASE 5
<ul style="list-style-type: none"> • Audit necessary materials and supply chain for cleaning and disinfection supplies. • Continue to maintain schools in good working order to prepare for the subsequent return of students. • ISDs and schools should create a contingency plan to coordinate the use of school buildings for essential actions including elections, food distribution, and child care, particularly for essential workers. • Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies. <ul style="list-style-type: none"> o Advocate for ISDs to coordinate with LEMPs. 	<ul style="list-style-type: none"> • Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies. <ul style="list-style-type: none"> o 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 should be cleaned several times a day. • Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and CDC. It is expected that this guidance will be updated in real-time based on the status of community spread local geographies. • Custodial staff should continue deep cleaning over the summer. • Audit all school buildings with a focus on: <ul style="list-style-type: none"> o How many classrooms are available; o The size of each classroom; o Additional spaces that are available (e.g., gym, lunchroom, auditorium, etc.); and o The ventilation in each classroom. • School security staff should follow CDC protocols if interacting with the general public. • Maintain facilities for in-person school operations. <ul style="list-style-type: none"> o Check HVAC systems at each building to ensure that they are running efficiently. o Air filters should be changed regularly. o Custodial staff should distribute wastebaskets, tissues, and CDC approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during transit between sites. o Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication. o Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties. • Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low- income students, and students with special needs. • Procure level-1 surgical masks for cleaning and janitorial staff. 	
	<ul style="list-style-type: none"> • Custodial staff should wear surgical masks when performing cleaning duties. • Maintain facilities for resumption of school operations. 	

OPERATIONS: Facilities

- All available facilities will be considered.
- Building staff will be apprised of the cleaning and other protocols being followed in various circumstances.

OPERATIONS: Budget, Food Service, Enrollment, and Staffing

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PHASES 1 – 3	PHASE 4	PHASE 5
<ul style="list-style-type: none"> • Based on instructional programming, provide instructional resources and materials to staff and students as feasible. • Work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment. • Ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families. • Solidify food service processes, device distribution, delivery sites, and communication plans as necessary. • Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers. 	<ul style="list-style-type: none"> • Support schools in assessing student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation). • Support schools in conducting staff and student outreach to understand who is coming back. <ul style="list-style-type: none"> o For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc. o Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return). o For students, this should include those with preexisting conditions who may need a remote learning environment. • Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs. • Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for. • Recruit, interview and hire new staff. • Consider redeploying underutilized staff to serve core needs. • Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services. • Communicate any student enrollment or attendance policy changes with school staff and families. • Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely. • Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies). • Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs. • Inventory how many substitute teachers are available. • Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures. • Work with school leaders to orient new school staff to any operational changes. • 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. 	
	<ul style="list-style-type: none"> • Custodial staff should wear surgical masks when performing cleaning duties. • Maintain facilities for resumption of school operations. 	

OPERATIONS: Budget, Food Service, Enrollment, and Staffing

- COVID related expenses will be tracked to best leverage the federal and state resources that are available.
- Human resource and legal related issues will be reviewed as necessary.
- Efforts will be made to make student and staff materials digitally available to the extent necessary.

OPERATIONS: Technology

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PHASES 1 – 3

PHASE 4

PHASE 5

- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- Designate a single point of contact in each school to plan and communicate with district technology teams.
- Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.

- Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures should include:
 - [Sanitizing the devices](#) prior to a repair or replacement evaluation;
 - **PHASE 5:** Assessing technology needs from loaner devices during Spring 2020
 - Ordering accessories that may be needed over the summer; and
 - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- Identify an asset tracking tool.
- Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- Develop a technology support plan for families.
- Continue to monitor device usage and compliance with online learning programs.
- Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.
- Ensure that students can submit assignments and be evaluated accordingly.
- Schedule ongoing staff training on platforms and tools.
- Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.
- Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.
- Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.
- Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district.
- Continue infrastructure evaluations until all issues are resolved.
- Identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.

OPERATIONS: Technology

- All available technology related resources will be considered when developing on-line learning plans.
- An inventory system will be deployed when distributing technology related to on-line learning.

Lake Shore Public Schools has had a 1:1 student ChromeBook deployment for several years. This includes infrastructure, device tracking, cleaning and repair, as well as replacement protocols. During Emergency Remote Learning, systems were checked through feedback, data on device assistance and new support created.

- Ensure at the beginning of the school year families have access to Internet Services. For those who do not, the district will provide information regarding resources that offer free or low cost Internet.
- Families that are economically disadvantaged and cannot procure Internet services, will be provided with WIFI hotspots.
- Virtual Tech Help desk, available via phone and email, is available to troubleshoot connection, login questions, or to arrange exchange of devices or chargers that need repair are in place and will be communicated to families and parents using district communication protocols.
- Software and licenses through the district will include single sign-on whenever available to promote ease of access.

OPERATIONS: Transportation

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PHASES 1 – 3	PHASE 4	PHASE 5
N/A	<ul style="list-style-type: none">• Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as:<ul style="list-style-type: none">o How many buses are or could be made available in the district?o How much variation is there in the size and maximum capacity of buses in the district?	

OPERATIONS: Transportation

- Transportation will be provided for homeless students and where required as part of an Individualized Education Plan (IEP).
- Transportation is temporarily suspended for general education programs.
- Redeploy transportation staff to schools to assist with disinfecting, screening, and student support.

Requirements will remain the same under Phases 4 and 5. Sustained time at Phase 5 will trigger a re-evaluation.

DISTRICT PREPAREDNESS PLAN WORKING TEMPLATE

[EXECUTIVE ORDER 2020-142](#)

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Section 2: Preparedness Plan. Every school district and nonpublic school must develop and adopt a COVID-19 Preparedness and Response Plan (“Preparedness Plan”) that is informed by the Michigan Return to School Roadmap from the COVID-19 Task Force on Education and Return to School Advisory Council (“Return to School Roadmap”). The plan must, at a minimum:

Part (a): PHASES 1 – 3: Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 1, 2, or 3 of the Michigan Safe Start Plan. [SAFETY](#) [MENTAL & SOCIAL-EMOTIONAL HEALTH](#) [INSTRUCTION](#) [OPERATIONS](#)
 (Nonpublic schools are exempt from this subsection.) Those policies and procedures must, at a minimum:

(1) Require the closure of school buildings to anyone except:

NOTES

(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.

Lake Shore will determine essential workers based on need. For further reference, see the initial Continuity of Learning Plan.

(B) Food-service workers preparing food for distribution to students or their families.

Lake Shore will continue food distribution during school closure.

(C) Licensed child-care providers and the families that they serve.

Essential child care sites have been mobilized in Macomb County (as of the first mandated school closure), and will continue to be supported by local districts.

Section 2 Part (a): Continued	NOTES
<p>(2) Suspend athletics, after-school activities, inter-school activities (e.g., debate competitions), and busing.</p>	<p>All school-related activities will be cancelled while school is closed.</p>
<p>(3) Offer alternative modes of instruction other than in-person instruction and a summary of materials each student and the student's parents or guardians will need to meaningfully access the alternative modes of instruction included in the Preparedness Plan. If the Preparedness Plan relies on electronic instruction, the Preparedness Plan must consider how the district will aid students who lack access to computers or to the internet.</p>	<p>Students and families will be provided with materials to support their necessary mode of instruction, including hard copy media, digital media, and mixed media.</p>
<p>(4) Provide for the continuation of food distribution to eligible students.</p>	<p>Food distribution will continue throughout school closures.</p>
<p>(5) 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.</p>	<p>Staff will be redeployed to provide child care and/or SACC services in our school buildings. Redeployment may also include other areas as necessary to district operations.</p>

DISTRICT PREPAREDNESS PLAN WORKING TEMPLATE

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Section 2: Preparedness Plan. Every school district and nonpublic school must develop and adopt a COVID-19 Preparedness and Response Plan (“Preparedness Plan”) that is informed by the Michigan Return to School Roadmap from the COVID-19 Task Force on Education and Return to School Advisory Council (“Return to School Roadmap”). The plan must, at a minimum:

Part (b): PHASE 4: Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 4 of the Michigan Safe Start Plan. [SAFETY](#) [MENTAL & SOCIAL-EMOTIONAL HEALTH](#) [INSTRUCTION](#) [OPERATIONS](#)

Those policies and procedures must, at a minimum:

	NOTES
(1) Require the wearing of face coverings, except during meals and unless face coverings cannot be medically tolerated, for:	<p>Lake Shore will follow the MI Safe Start Plan, where applicable and appropriate, along with district policies to ensure staff, student, and visitor safety.</p> <p>Lake Shore requires facial coverings for all preK-12 students, staff, and visitors.</p>
(A) All staff and all students in grades pre-kindergarten and up when on a school bus.	<p>Lake Shore will follow the MI Safe Start Plan, where applicable and appropriate, along with district policies to ensure staff, student, and visitor safety, as referenced above.</p>
(B) All staff and all students in grades pre-kindergarten and up when in indoor hallways and common areas.	<p>Lake Shore will follow the MI Safe Start Plan, where applicable and appropriate, along with district policies to ensure staff, student, and visitor safety, as referenced above.</p>
(C) All staff when in classrooms.	<p>Lake Shore will follow the MI Safe Start Plan, where applicable and appropriate, along with district policies to ensure staff, student, and visitor safety, as referenced above.</p>

Section 2 Part (b): Continued	NOTES
(D) All students in grades 6 and up when in classrooms.	<p>Lake Shore will follow the MI Safe Start Plan, where applicable and appropriate, along with district policies to ensure staff, student, and visitor safety.</p> <p>Lake Shore requires facial coverings for all preK-12 students, staff, and visitors.</p>
(E) All students in grades kindergarten through 5 unless students remain with their classes throughout the school day and do not come into close contact with students in another class.	<p>Lake Shore will follow the MI Safe Start Plan, where applicable and appropriate, along with district policies to ensure staff, student, and visitor safety.</p> <p>Lake Shore requires facial coverings for all preK-12 students, staff, and visitors.</p>
(2) Prohibit indoor assemblies that bring together students from more than one classroom.	<p>Schoolwide assemblies will be prohibited during Phase 4.</p>
(3) Incorporate the Return to School Roadmap’s required protocols governing hygiene, cleaning, athletics, screening, testing protocols, and busing and student transportation.	<p>Lake Shore will follow the MI Safe Start Plan, where applicable and appropriate, along with district policies to ensure staff, student, and visitor safety, as referenced above.</p>

DISTRICT PREPAREDNESS PLAN TEMPLATE
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Section 2: Preparedness Plan. Every school district and nonpublic school must develop and adopt a COVID-19 Preparedness and Response Plan (“Preparedness Plan”) that is informed by the Michigan Return to School Roadmap from the COVID-19 Task Force on Education and Return to School Advisory Council (“Return to School Roadmap”). The plan must, at a minimum:

	NOTES
<p>(c) Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 5 of the Michigan Safe Start Plan.</p>	<p>Lake Shore will follow the MI Safe Start Plan, where applicable and appropriate, along with district policies to ensure staff, student, and visitor safety, as referenced above.</p>

(d) Address each subpart of the Return to School Roadmap and indicate if a school plans to exclude any protocol that is highly (strongly) recommended. Indicate any exclusions in the response template.

DISTRICT PREPAREDNESS PLAN SIGNATURE PAGE
[EXECUTIVE ORDER 2020-142](#)

DISTRICT NAME: Lake Shore Public Schools

SIGNATURE:

DATE

District Superintendent:
Dr. Joseph DiPonio

Board of Education Approval: By August 15, 2020 or 7 days before the start of the school year for students.

SIGNATURE:

DATE

Board of Education:
Sharon Bartl, President

MISD Superintendent Collection and Submission: By August 17, 2020

SIGNATURE:

DATE

MISD Superintendent:

By August 17, 2020, districts and non-public schools must prominently post their approved Preparedness Plans on the homepage of their public internet sites.

SPECIAL EDUCATION EXECUTIVE ORDER 2020-142

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Section 4: Special Education

- (a) When a district 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 plans.
- (b) 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 includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- (c) While any state of emergency or disaster related to the COVID-19 pandemic continues, districts 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.
- (d) Districts shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students in light of the school closures during the 2019–2020 school year.
- (e) The state will not penalize a district or a nonpublic school that has been allocated federal funds for the purpose of providing special education services due to a school's inability to provide those services on account of a school closure prompted by a COVID-19 state of emergency or disaster.

IMPLEMENTATION

[EXECUTIVE ORDER 2020-142](#)

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Section 6: Implementation:

- (a) All provisions of Executive Order 2020-65 suspending strict compliance with the School Aid Act or the Revised School Code for the 2019–2020 school year including all provisions in Part I(2) through Part I(13) and all provisions in Parts IV, VII, VIII, and IX—remain in effect through the fiscal year ending September 30, 2020.
- (b) Except as provided for in subsection (a) of this section, Executive Order 2020-65 is rescinded.
- (c) The limitation on the size of indoor social gatherings and events in section 5 of Executive Order 2020-110 or any executive order that may follow from it does not apply to students in a classroom setting.
- (d) All schools, public and private, are subject to the rules governing workplace safeguards established in section 1 of Executive Order 2020-114.
- (e) For purposes of this order, a district that straddles regions will be treated as if it were located solely in the region designated as higher risk.
- (f) All schools, public and private, must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.
- (g) A district or nonpublic school without an approved Preparedness Plan is not permitted to open or to continue in operation for in-person instruction for the 2020–2021 school year.
- (h) To mitigate the impact of COVID-19 on educational outcomes, a district may adopt year-round school or a year-round program for the 2020–2021 school year or start the 2020–2021 school year before the first Monday in September.
- (i) Any closure of schools relating to COVID-19 shall not affect an employer contribution, employee contribution, or the accrual of service credit under the Public School Employees Retirement Act of 1979, 1980 PA 300, as amended, MCL 38.1301 to 38.1467.
- (j) For a district with a collective bargaining agreement, this order must be implemented by the district in a manner consistent with the collective bargaining agreement.
- (k) When the Michigan Department of Education or the Superintendent issues a waiver or suspends an administrative rule pursuant to this order or Executive Order 2020-65, the Superintendent must provide the governor in writing with a copy of the waiver and information relating to the issuance or suspension. Any waiver issued by the Superintendent under Part VII of Executive Order 2020-65 continues in effect through the end of the fiscal year unless otherwise rescinded by the Superintendent.