



Rockford Public Schools

Quality Community – Quality Schools

Together Building a Tradition of Excellence

MI Safe Schools Roadmap

Rockford Public Schools COVID-19 Preparedness and Response District Plan

2020-21

08.10.2020

Welcome to the Rockford Public Schools MI Safe Schools Return to Learn Plan. When COVID-19 was first identified in Michigan in March 2020, families, communities, and schools had little time to react before a full-blown pandemic occurred. Under an order to temporarily suspend face-to-face instruction, schools quickly developed online teaching modalities and delivered instruction remotely to keep students engaged. With the looming possibility that the closure would be extended, schools prepared for a more robust and meaningful second phase of instruction.

2020 Timetable

March 16-April 5	Governor Whitmer temporarily closed schools per Executive Order 2020-05
March 13-17	Rockford administrators prepared Phase 1 distance learning, known as “Engage and Explore,” focusing on supplemental enrichment opportunities
March 18-April 1	RPS offered “Engage and Explore” and began planning Phase 2 distance learning in preparation for potential of an extended closure
April 2	Governor issued EO 2020-35 requiring suspension of in-person K-12 instruction for the remainder of the school year
April 2 - April 14	RPS developed its Continuity of Learning Plan and provided comprehensive professional development to teachers for Phase 2 distance learning “RAMS Connect”
April 15-June 5	RPS provided “RAMS Connect” to support student learning of essential content priorities

As the pandemic began to flatten, the one certainty that remained was the fact that the situation would remain fluid for an unknown period of time and that it would be prudent for schools to prepare plans and contingency plans for future scenarios.

MI Safe Schools: Michigan's 2020-21 Return to School Roadmap

In May 2020, Governor Gretchen Whitmer established the Return to School Advisory Council to provide recommendations for a safe, efficient, and equitable return to in-person instruction. The group, created through a public process, conferred with a Task Force of experts from across state government who acted in an advisory capacity.

On June 30, 2020, Governor Gretchen Whitmer released the [MI Safe Schools: Michigan's 2020-21 Return to School Roadmap](#), a 63-page document with comprehensive guidance to help school districts create instructional plans and safety protocols for face-to-face learning this fall. The roadmap gives clear direction on how schools are to operate during the various phases of the [MI Safe Start Plan](#).

Student instruction and safety protocols for face-to-face learning will vary depending on our designated phase. In **Phases 1-3** or remote learning, student learning will be delivered 100 percent remotely. In **Phases 4-6**, in-person instruction can take place with key safety requirements.

We know this will be an adjustment for students, staff, and parents. However, we are committed to complying for everyone's safety and well-being. It is our intention that our plan will meet or exceed both the Governor's and our own expectations.

Turning Adversity into Opportunity

Governor Whitmer has stated that, "Nothing can replace the value of face-to-face instruction." We could not agree more. Schools serve as so much more to students than simply a vehicle for learning core content. We believe there is immeasurable value and nurture for every student in the multifaceted aspects and opportunities that schools provide through social and emotional programming, as well as daily interactions and opportunities for identity-shaping and even taking care of basic needs that are not entirely possible in a remote environment. Therefore, it is our position to work diligently at reacting to COVID-19 by implementing the Governor's Roadmap in order to provide the safest school environment possible while managing risk for the members of our school community. It is also understood that COVID-19 affects everybody differently and we are committed to providing a virtual educational opportunity for students that do not attend face-to-face and work independently with staff members in order to make arrangements unique to identified needs. Finally, we understand that there may be a time when remote learning is inevitable and in our RPS Continuity of Learning Plan, we have committed to constructing a more robust framework to deliver education to students when not in person.

Planning for 2020/21

In order to establish a framework for planning for 2020/21, Rockford Public Schools identified a reentry task force and organized district administrators into the following subcommittees: Instruction, Social Emotional Programming, Health Safety and Operations, and Special Education. The committees reviewed staff and community survey data, CDC guidelines, the MI Safe School Roadmap, and numerous other resources in order to collaborate with teacher representatives from our RPS Academic Excellence Team, as well as RPS Union leadership to dialogue and develop our **Phase 1-3** continuity of learning and **Phase 4-6** face-to-face reentry plans. The Rockford Public Schools COVID-19 Preparedness and Response District Plan that follows is the product of the collaborative work. The format of this document includes required and strongly recommended procedures directly from the MI Safe Schools Roadmap, as well as a description of how Rockford Public Schools will implement them. It is the intent of the district to implement all required and strongly recommended guidelines. However, in the instance that a strongly recommended guideline is not being implemented, an explanation will be given.

Finally, the majority of this plan focuses primarily on **Phase 4** of *Michigan's 2020-21 Return to School Roadmap*. Rockford Public Schools has already created a comprehensive plan for **Phases 1-3** in the Continuity of Learning Plan. The Rockford Public Schools' **Phase 1-3 Remote Learning** Continuity of Learning Plan is detailed below and linked in multiple locations throughout this document. Since the requirements and recommendations of **Phase 5** are all in **Phase 4**, the two plans are essentially the same. For example, some of the **Phase 4** requirements become strong recommendations in **Phase 5**, and some of the strong recommendations in **Phase 4** are reduced to recommendations. Based on the evidence from our **Phase 4** re-entry, Rockford Public Schools will only have to decide if they will eliminate any of the **Phase 4** requirements or recommendations in **Phase 5** to construct the **Phase 5** plan.

Assurances

The Rockford Public Schools District commits to implement the following as outlined in the Governor's Executive Order 2020-142.

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



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RPS Re-entry Planning Guiding Principles: Phase 3 and Phase 4

- We will implement the MI Safe Schools Road Map to the best of our ability including the **Required** and **Strongly Recommended** protocols.
- We will provide clear guidelines for staff and students in the form of procedures, guidelines and graphics on the implementation of our COVID-related district expectations.
- We will require the wearing of face coverings for all staff and students regardless of age.
- We will use social distancing practices within the capabilities of our existing building footprints.
- We will implement a COVID Response Team to manage building-based COVID exposure.
- We will ensure a robust remote learning experience for all students if our schools are required to close.
- We will provide a replacement curriculum for those who opt out of a phased instructional plan. This will be separate and apart from the regular instructional model.
- We will inform and train all staff so they may successfully nurture the physical, social, emotional, and intellectual health of students and colleagues.
- We will utilize the FFCRA (CARES Act) to assist in the management of isolation and quarantine requirements for staff members through December 31, 2020.

MI Safe Start Phase 3 - Remote Instruction

- A. 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*.
1. Describe how the district will 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. This is also in the Continuity of Learning and COVID-19 Response Plan submitted in April. You may want to update and link to this plan in your response below.

Michigan Safe Schools Phases 1-3 Continuity of Learning Plan



In the event that a school closure is necessary, Rockford Public Schools is prepared to support students through a remote learning approach. Teachers will promote learning in a remote, student-centered, and flexible structure that includes live interaction with the teacher and classmates. This arrangement has increased learning expectations when compared to RAMS Connect of 2020 and the curriculum will focus on grade and department identified priority standards.

**Elementary
DK-5**

**Secondary
6-12**

Timeline

If the district or a building is given an order to temporarily shut down, staff will be given 1 school day of PD and/or collaboration to transition to full online learning.

Materials Needed

All students will need access to Schoology, Google Drive, and Microsoft One Drive. GoogleMeet will be utilized for virtual meetings and virtual instruction. Students at the kindergarten and first grade level will be provided iPads. Second through eighth grade students will be provided Chromebooks or laptops. Students in ninth through twelfth grade will be provided laptops if a family is unable to provide their own device. Assistive technology will be provided to students who require this through identified IEPs/504's. Textbooks that cannot be found online will be made available. Hotspot/connectivity devices, along with paper/pencil packets, will be arranged as required on an individual basis.

**Weekly Student
Learning Expectations**

4 Literacy Lessons
4 Math Lessons
1 Art, Music, and PE Lesson

2 Lessons per course with live, virtual instruction structured throughout the week

	1 Science/Social Studies Lesson Social/Emotional connections with teacher and classmates	Social/Emotional connections with teacher and classmates
Lessons Created By:	Grade Level Teams and Specials Teams and implemented by individual classroom teachers	Department and teachers of the same course collaborate. Individual teachers deliver and adjust for student learning needs.
Teacher Collaboration Schedule	Fridays Grade Level Collaboration Meetings (in person or Google Meets) Host: Instructional Coach and/or AET member Purpose: Dialogue and plan around the content of the next week's lessons and prepare to teach them to students. Plan for student intervention and social emotional curriculum implementation	Fridays 3 Hours (In person or flexible) Host: AET Members Purpose: <ul style="list-style-type: none"> ● Determine weekly pacing of priority standards ● Identify Priority Standards <ul style="list-style-type: none"> ○ Purpose Statements ○ Success Criteria ● Development of Formative Assessments (at least 2 per week with feedback to students) ● Calibration of grading/evaluation of lessons.
Teacher Expectations	<ul style="list-style-type: none"> ● Report to the building/classroom for virtual instruction and planning ● Three hours of daily, structured live instruction and/or live student feedback (individual or small group) and social emotional connection ● Social/Emotional connections with students ● Lessons posted daily ● Motivate, encourage, and support student participation using individualized feedback ● Critique and provide individualized feedback on students' academic work ● Check email twice daily on school days ● Respond to parent and student inquiries within 24 hours during the school week. ● Collaborate with grade level/departments on Fridays. This will be hosted/organized by instructional coaches and AET members. ● Communicate with families that have connectivity issues and organize alternative instructional and assignment methodologies. 	
Intervention and Support	The roles of paraprofessionals, interventionists, ancillary staff, media staff, and others will include providing intervention and support for daily learning and social emotional growth.	Students will be identified via baseline assessments and ongoing communications. BCT teams will identify and support students
Student Participation	It is the district's goal that all students have the ability to participate in our structured distance learning program. Staff will reach out to students who are not participating to offer additional support and resources provided by the district.	

Attendance	Teachers will take daily attendance via class participation, live interaction, assignment completion, etc. Each teacher will keep a record using their generated class lists.	
Assessment	<ul style="list-style-type: none"> • Provide feedback to students about their work. • Record progress toward mastery of priority standards. 	<ul style="list-style-type: none"> • Provide feedback to students about their work. • Rate students on knowledge proficiency of priority standards.
Grading	<ul style="list-style-type: none"> • Grades will be utilized during this time. • A modified report card will be used 	<ul style="list-style-type: none"> • Grades will be utilized during this time.
Connectivity Consideration	<p>Building will identify students without connectivity based on RAMS Connect lists and current survey data. RPS will utilize district-issued Technology (Hot/Spot) and/or district personnel to deliver and pick up recorded lessons and paper packets on a frequent and timely basis</p> <p>See RAMS Connect Procedures here</p>	<p>Building will identify students without connectivity based on RAMS Connect lists and current survey data. RPS will utilize district-issued Technology (Hot/Spot) and/or district personnel to deliver and pick up recorded lessons and paper packets on a frequent and timely basis</p> <p>See RAMS Connect Procedures here</p>
Teacher Absence Consideration	Course specific lessons will be created ahead of time and pushed out for students to complete	Course specific lessons will be created ahead of time and pushed out for students to complete

Sample Elementary Phase 1-3 Schedule

Monday-Thursday Lesson Expectations:

- 4 Literacy Mini Lesson
- 4 Math Mini Lessons
- 8 Small Group Instruction/Interventions
- 1 Art, Music and PE per week

Start Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:30	Mini Lesson Literacy	Mini Lesson Literacy	Mini Lesson Literacy	Mini Lesson Literacy	Students: <i>Mystery Science lesson posted and Teacher Collaboration Time</i> <i>Social Studies to be incorporated into Literacy and/or added to Fridays</i>
Direct instruction will be 30-45 minutes of each hour					
10:30	PE	Small Group/ Intervention/RR	Small Group/ Intervention/RR	Small Group/ Intervention/RR	

11:30	Small Group/ Intervention/RR	Art	Small Group/ Intervention/RR	Small Group/ Intervention/RR	<i>depending on the length of the closure.</i> Teachers: 9:00am-12:00pm <i>Grade level collaboration time, professional development, feedback and grading.</i> 12:00pm - 2:30pm <i>Student Contact and Intervention Time</i>
12:30	Mini Lesson Math	Mini Lesson Math	Mini Lesson Math	Mini Lesson Math	
Direct instruction will be 30-45 minutes of each hour					
1:30	Small Group/ Intervention/RR	Small Group/Interventi on/RR	Music	Small Group/ Intervention/RR	

*** Specials will be offered/repeated daily at 10:30, 11:30, 12:30, and 1:30 and teachers can create their schedules around any of those times based on the Specials chart below.

Weekly Specials Schedule

Specials teachers to provide "live" lessons at the following times Monday through Thursday:
10:30, 11:30, 12:30, and 1:30

	Monday	Tuesday	Wednesday	Thursday
DK/K	PE	Art	Music	
1	PE	Art	Music	
2		PE	Art	Music
3		PE	Art	Music
4	Music		PE	Art
5	Music		PE	Art

Secondary Phase 1-3 Schedule

Teachers will personally provide instruction to students in real time. **The remote instructional framework will include strategies for engagement, communication, feedback, assessment, and intervention.** The curriculum focus will center on priority standards at the beginning with increasing expectations of learning as time progresses.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:30-10:30	1st Period	4th Period	1st Period	4th Period	9:00am-12:00pm Department collaboration time (PLC Framework), professional development, feedback and grading. 12:00pm - 2:30pm Student Contact and Intervention Time
10:45 - 11:45	2nd Period	5th Period	2nd Period	5th Period	
12:00 - 1:00	3rd Period	6th Period (MS) TBD (HS)	3rd Period	6th Period (MS) TBD (HS)	
1:00 - 1:30	Coordination of hard copy material and recorded lessons to students without internet access.	Coordination of hard copy material and recorded lessons to students without internet access.	Coordination of hard copy material and recorded lessons to students without internet access.	Coordination of hard copy material and recorded lessons to students without internet access.	
1:30 - 2:30	Intervention Time	Intervention Time	Intervention Time	Intervention Time	

SPECIAL EDUCATION PROGRAMMING

During Phases 1-3 when in-person instruction cannot occur, students will be supported with remote learning through the creation and implementation of a Contingency Learning Plan. Contingency Learning Plans can include the following supports and services which will be provided virtually:

- Speech and Language Therapy
- School Social Work Services
- Occupational Therapy
- Physical Therapy
- Teacher Consultant Services
- School Psychologist Services
- Specially Designed Instruction from Special Education Teachers

The IEP team will collaborate to create a Contingency Learning Plan that best meets the needs of the child and the parent during the remote learning period.

During Phases 4-6 when in-person instruction can occur, students will be supported through their current IEP. IEPs will be fully implemented during these stages with safety precautions to ensure the health and safety of students and staff.

PROGRAM	Phase 1-3	Phases 4-6
Early Childhood Special Education Programs and Services	Implementation of Contingency Learning Plan	Implementation of the current IEP with appropriate health and safety precautions.
Speech Groups/Outpatient	Implementation of Contingency Learning Plan	Implementation of the current IEP with appropriate health and safety precautions.
Elementary CI, ASD, EI	Implementation of Contingency Learning Plan	Implementation of the current IEP with appropriate health and safety precautions.
Middle School CI, ASD, EI	Implementation of Contingency Learning Plan	Implementation of the current IEP with appropriate health and safety precautions.
High School CI, ASD	Implementation of Contingency Learning Plan	Implementation of the current IEP with appropriate health and safety precautions.
R1TS	Implementation of Contingency Learning Plan	Implementation of the current IEP with appropriate health and safety precautions.
Elementary Resource	Implementation of Contingency Learning Plan	Implementation of the current IEP with appropriate health and safety precautions.
Secondary Resource	Implementation of Contingency Learning Plan	Implementation of the current IEP with appropriate health and safety precautions.
Related Services -Speech and Language -Social Work -Occupational Therapy -Physical Therapy -Teacher Consultant -School Psychologist	Service providers will provide virtual therapy sessions with students according to the Contingency Learning Plan	Implementation of the current IEP with appropriate health and safety precautions.

SPECIAL POPULATIONS

POPULATION	Phase 1-3	Phases 4-6
Section 504 Plans	Accommodations provided to students to support during the remote learning period.	Implementation of the current Section 504 plan with appropriate health and safety precautions.
English Learners	Virtual supports and services provided to students and parents to support during the remote learning period.	Implementation of the current IEP with appropriate health and safety precautions.

MI Safe Start Phase 4 - Face-to-Face Instruction

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

Phase 4 - Safety Protocols

Personal Protective Equipment

Requirements from the Michigan Return to School Roadmap

1. Facial Coverings must always be worn by **staff**, except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated, or unable to remove the facial covering without assistance, must not wear a facial covering.
 - a. PreK-5 and special education teachers should consider wearing clear masks.
 - b. Homemade facial coverings must be washed daily.
 - c. Disposable facial coverings must be disposed of at the end of each day.
2. Facial coverings must be worn by PreK-12 students, staff, and bus drivers during school **transportation**. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated, or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
3. Facial coverings must always be worn in **hallways** and common areas by **PreK-12 students** in the building, except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated, or unable to remove the facial covering without assistance, must not wear one. Facial coverings **may** be homemade or disposable level-one (basic) grade surgical masks.
 - a. Homemade facial coverings must be washed daily.
 - b. Disposable facial coverings must be disposed of at the end of each day.
 - c. Note: Staff serving students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.
4. Facial coverings must be worn in classrooms by all **students grades 6-12**. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.
5. All **students in grades K-5** must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

Strongly Recommended from the Michigan Return to School Roadmap

6. Facial coverings should be considered for K-5 students and students with special needs in classrooms.
7. Facial coverings should be considered for PreK students and students with special needs in hallways and common areas.
8. Facial coverings are not recommended for use in classrooms by children ages 3 and 4.
9. Facial coverings should never be used on children under age 2.

District and Building Implementation Plan:

All Rockford Public Schools staff who are capable of wearing a face covering will be required to do so at all times. The masks may be temporarily removed to participate in the act of eating lunch.

- Staff electing to wear homemade or cloth facial masks will be required to wash them daily.
- Staff electing to wear disposable masks will dispose of the mask at the end of each day.
- As part of a teacher PPE kit, the district will provide each employee with two cloth masks.

All DK-12 Rockford Public Schools students who are capable of wearing a face covering will be required to do so at all times. This includes while riding district transportation, in hallways and common areas, and in the classrooms. The masks may be temporarily removed to allow the student to participate in the act of eating lunch.

- Students electing to wear homemade or cloth facial masks will be required to wash them daily.
- Students electing to wear disposable masks will dispose of the mask at the end of each day.
- Students will be expected to provide their own masks, but in the event that a student does not have a mask, the building will have a limited supply available.

The district will inform students and parents of mask protocols via building signage and district messaging.

The wearing of face coverings will be added to the District/Building PBIS and code of conduct. School staff will define, teach, and prompt the wearing of face coverings within their predictable school routine. Re-teaching will occur daily until predictable school routines are established.

School buildings and buses will have limited additional masks available to provide in the instance that a student or staff member's mask is forgotten or needs to be replaced.

Individuals (staff or students) who claim medical exemption will need to complete a district mask exemption protocol in order to provide rationale and medical provider documentation.

In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and action.

Hygiene

Requirements from the Michigan Return to School Roadmap

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

Strongly Recommended from the Michigan Return to School Roadmap

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

District and Building Implementation Plan:

Rockford Public Schools will be responsible for providing adequate supplies, including soap, hand sanitizer with greater than 60% alcohol, paper towels, tissues, and signs reminding all of good hand hygiene and social distancing, and reinforcing proper handwashing techniques for healthy hygiene behaviors. Classrooms and common areas will receive hand sanitizer dispensers providing students and staff the ability to execute proper hand hygiene at all times. Soap and hand sanitizers will be systematically and frequently checked throughout the day. If staff identify dispensers or supplies that are low and in need of re-supply, they will immediately contact the building office for custodial staff to address. Portable handwashing and/or hand sanitizing stations will be procured and set up throughout school buildings wherever necessary.

The district nurse will provide educational materials to staff to be provided to students on the first day of school, and regularly reinforced throughout the school year, on how to:

- sneeze or cough into their elbows or with a tissue.
- properly disposal of tissue.
- practice proper hand hygiene.

The educational materials provided to staff and students will be distributed electronically in newsletters and on bulletin boards to families. It is the expectation that families assist the district by reinforcing these best practices with their students.

A list of appropriate classroom supplies will be provided for each grade level, each course at the secondary levels, and posted on the district website. Classroom teachers will limit the sharing of school supplies. Each student will have their own container for classroom supplies. Only where practical will the use of lockers, containers, or cubbies be allowed, and only if one student can be assigned to the use of the space. To limit contact between personal items, staff will, to the best of their abilities, limit the student personal items such as coats and backpacks in the classroom.

Cleaning

Requirements from the Michigan Return to School Roadmap

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

District and Building Implementation Plan:

Prior to the first staff report day on August 18th, and then again prior to the first day of school for students on August 24th, Rockford Public Schools will have a complete walk-through to verify that the buildings are clean and sanitized and ready for occupancy. Prior to school reopening, all HVAC filters on HVAC equipment will be changed at every district building. The HVAC systems will also be checked and verified to be running efficiently. A crucial step in the process of cleaning is to ensure the district has ample cleaning supplies related to reducing the contact with the COVID-19 virus.

Rockford Public Schools will use an EPA-approved disinfectant to clean all areas of the school buildings. All frequently touched surfaces such as light switches, door knobs, and restroom appliances in the district will be cleaned and wiped down with a disinfectant regularly throughout the day. A list of frequently touched surfaces identified will be kept in the custodial office for reference. Hands-on classrooms such as libraries, media centers, computer labs, arts, and other classes deemed hands-on shall be cleaned after every class period with an EPA approved disinfectant. As part of the startup PPE kit, every classroom will be provided spray bottles with EPA-approved disinfectant, paper towels, face shield, gloves, signage and protocols to address new cleaning protocols. Staff must wear gloves, a mask, and face shield when cleaning. All student desks will be sanitized after each secondary class period and after any time the students exit the room at the elementary. Additionally, building custodial staff will routinely sanitize classrooms and common areas using an industrial cleaning machine. Playground equipment will also be routinely cleaned with the approved disinfectant. The containers holding approved disinfectant and any additional cleaning equipment will be stored safely away from all students.

All custodial operations will be reviewed to ensure that all buildings are clean and sanitized per OSHA and CDC standards for schools. [CDC Guidance for Schools](#)

Spacing, Movement, and Access

Strongly Recommended from the Michigan Return to School Roadmap

1. Desks will be spaced six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.
2. In classrooms where large tables are utilized, students will be spaced as far apart as feasible.
3. As feasible, all desks will be arranged facing the same direction toward the front of the classroom.
4. Teachers should maintain six feet of spacing between themselves and students as much as possible.
5. Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
6. Signage will be posted to indicate proper social distancing.
7. Floor tape or other markers should be used at six foot intervals where line formation is anticipated.
8. Social distancing floor/seating markings will be placed in waiting and reception areas.
9. Signs will be placed on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
10. 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.

District And Building Implementation Plan:

RPS recognizes the need, to the best of our ability, to promote social distancing practices, coordinate student and staff movement within the building, and limit access by non-students and staff.

Prior to students entering classrooms, teachers will evaluate their seating arrangement and footprint of their room. Teachers will be asked to establish as much space as possible between student desks. In the instances of tables or soft seating, again, every individual classroom teacher will make physical arrangements to the best of their ability to maximize social distancing given the number of students and square footage of the room, and as feasible arrange student seating to face a common direction. Teachers are also encouraged to remain socially distanced from students as much as possible. Additionally, teachers are asked to limit instructional moves that promote the physical mingling of students. *Note: As stated in the introduction, Rockford Public Schools intends to follow all strongly recommended procedures and when they are not followed as written, an explanation is necessary. In this instance, due to the physical size of our classrooms, and more importantly, inevitable behavior of students interacting with each other and the teacher, Rockford Public Schools cannot guarantee a 100% socially distanced classroom environment. Since this is a strongly recommended protocol and not a required protocol in the roadmap, we have implemented mitigation strategies such as providing some plexiglass barriers for every classroom, requiring all staff and students to wear masks and adding washing stations in every classroom and throughout the building.*

Through the use of directional signage, social distancing signage, and denying access to people with no legitimate reason for being in the building, we believe this will assist in the continued efforts to mitigate exposure to COVID-19 within our community. We understand that there are unique needs for each building and in the elementary and secondary levels. Administrators will work with security and facilities to develop an individualized plan in line with the requirements of the Return to School Roadmap.

- Hallways, cafeterias, entries, and sidewalks will be marked in 6-foot increments by August 24.
- Signage will be posted throughout the building reminding students, staff, and guests of the physical distance requirement, hand washing techniques, traffic flow, etc., by the start of the 2020-2021 school year.
- At the secondary level, students will not be allowed to use a locker during the first trimester in order to promote movement with purpose between classes. A review will be conducted during that time regarding observations of movements, and which phase our region (Region 2) is in to determine if lockers will be assigned the following trimester.
- Students will be assigned locations, including classrooms within the building prior to the start of school so as to promote cohort groups.
- Urgent or requested visitors are required to wear a mask and will check in through the front office. (Plexiglass barriers will be installed at the reception desk.)
- Visitors will be required to sign in and out through the office to document time, purpose, and locations visited in the building. [Visitor Procedures](#)

Screening Students and Staff

Requirements from the Michigan Return to School Roadmap

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

Strongly Recommended from the Michigan Return to School Roadmap

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

District and Building Implementation Plan:

The screening and exposure plan will be developed in coordination and in line with the Kent County Health Department with consideration of Michigan Department of Health and Human Services and CDC guidelines.

- Parents and/or guardians of students will be asked to screen their children at home prior to bringing them, or sending them off to school.
- Students with a fever ($\geq 100.4F$) and/or exhibiting COVID-19 symptoms shall be kept home and contact should be made with their primary care provider for follow-up.

Each Rockford Public Schools building will identify an isolation room and provide appropriate PPE supplies, including gowns, face shields, disposable face masks, and sanitizing wipes. The room will be cleaned by maintenance with the Clorox 360 sanitizer or similar sanitizing equipment according to manufacturer recommendations.

Health room aides, office staff, and building administrators will be trained to serve as a quarantine aide and be responsible for any staff member or student quarantined in the isolation room until picked up. Immediate contact with a parent, guardian, or emergency contact will be made and advised of how to pick up the student. A log of activities will be documented on the student or staff member until they are removed from the building.

While in school, students needing to access the health room will be required to wear a mask unless an injury, an acute illness such as vomiting, or prior exemption for medical reason prevents it. Students who are sent to the health room for not feeling well and are exhibiting any symptoms of COVID-19 will wear a mask and the staff member will communicate concerns with the office while the student is on their way or being escorted. Any COVID-19 symptomatic student will be put in an isolation room until symptoms are determined not to be related, or a parent/guardian has picked the student up. Any student or staff member that reports a COVID positive test will be required to isolate away from school following Kent County Health Department guidelines.

Staff will conduct self-screening prior to coming to work. If they show symptoms of COVID, staff should follow protocols in place for reporting illness to the district.

COVID-19 related flow chart for protocol and communication.

[COVID-19 Staff Guidelines](#)

Testing Protocols for Students and Staff and Responding to Positive Cases

Requirements from the Michigan Return to School Roadmap

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

Strongly Recommended from the Michigan Return to School Roadmap

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

District and Building Implementation Plan:

Rockford Public Schools will cooperate with the Kent County Health Department regarding the implementation of protocols and screening of students and staff.

Students or staff who develop a fever ($\geq 100.4F$) or become ill with COVID symptoms at school will be sent or escorted to the health room/isolation room. The student or staff member will be masked and transported by parent, guardian, or emergency contact for off-site testing as directed by their medical provider. Symptomatic students or staff should be kept home until they have tested negative for COVID-19 or have been released from isolation according to the guidelines set forth by the CDC.

[CDC Guidelines](#)

In the event of a positive COVID-19 test of a student or staff member, immediate efforts will be made to identify and contact anyone with close contact and follow CDC guidelines for quarantine and return to school requirements. Rockford Public Schools will work collaboratively with the Kent County Health Department to assist with contact tracing efforts. The Kent County Health Department has a COVID-19 toolkit for all School Teachers and Administrators to access.

[School Teachers and Administrators COVID-19 Toolkit](#)

See COVID-19 related flow chart for Rockford Public Schools protocol

- [COVID Staff Guidelines](#)
- [COVID Student Guidelines](#)

Responding to Positive Tests Among Staff and Students

Requirements from the Michigan Return to School Roadmap

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

Strongly Recommended from the Michigan Return to School Roadmap

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

District and Building Implementation Plan:

- Note: These tasks depend heavily on recommendations from your county health department; please consult officials in your area to jointly write the appropriate response steps.

Rockford Public Schools will collaborate with the Kent County Health Department regarding the implementation of protocols, screening of students, and contact tracing. The district will assist the Kent County Health Department with contact information for any close contacts of the affected individual from two days before they showed symptoms to the time when he or she was last present at the school.

The Kent County Health Department, in collaboration with Rockford Public Schools, will initiate contact tracing and follow all public health practices. Anyone in close contact with the positive case

will be asked to self quarantine for 14 days. District administrators and staff will adhere to confidentiality laws and statutes protecting student or staff health information.

Any staff with a confirmed positive COVID-19 test should return to the workplace after they are no longer infectious. The Kent County Health Department will provide guidance about the return to work, using the most current guidelines from the CDC. [CDC School Guidance](#)

The cleaning staff will wear appropriate gear while cleaning the infected areas. Approved gear includes a mask, gloves, and a face shield. When possible, smaller areas will be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

Food Service

Requirements from the Michigan Return to School Roadmap

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

Strongly Recommend from the Michigan Return to School Roadmap

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

District and Building Implementation Plan:

Rockford Public Schools is committed to providing food service to our students and staff in a safe and efficient manner consistent with executive orders in place and in compliance with guidelines provided in the Return to School Roadmap, the Michigan Department of Education, and USDA.

All meal components will be prewrapped and served on disposable trays, including disposable utensils. The meal choices will be limited to one entrée and students will preorder using the district food service strategy. Students will eat lunch in their designated classrooms and for those that ordered a school meal, they will be distributed to the classrooms by food service staff.

Additional spaces both inside and outdoors may be identified by building administrators, weather permitting, and as long as students stay in their designated lunch class/cohort, are supervised by the teacher and social distancing can be maintained. If the cafeteria is used, seating arrangements with six feet distance between students will be in place.

- Food service staff reporting to work will be required to use hand sanitizer provided prior to entering the building.
- Food service staff reporting for work will be required to socially distance when feasible in the presence of others.
- Food service staff will use barrier protection, gloves, and facial protection.
- Food service staff will wash their hands prior to and after each food service.
- Food service staff reporting to work will be required to wear a face covering.

Gatherings and Extracurricular Activities

Requirements from the Michigan Return to School Roadmap

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

Strongly Recommend from the Michigan Return to School Roadmap

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

District and Building Implementation Plan:

Rockford Public Schools has suspended all indoor large events. No more than one class will gather at one time for any indoor event which will never exceed 50 students. If a class is scheduled at the secondary level to have more than 50 students enrolled in it, the building administrator will make arrangements to split the students into two or more groups.

Students, teachers, and staff will participate in building handwashing protocols including washing their hands before and after every event.

Off-site field trips to indoor locations requiring transportation are suspended .

Outdoor recess will be conducted outside whenever possible. The students will practice proper hygiene actions necessary while leaving and entering spaces and will practice social distancing. Recesses will be scheduled in cohorts of students and facial coverings will be worn if more than one class is outside at a time. The outdoor equipment will be routinely sanitized as described in the cleaning section.

As students move about the buildings for activities and other happenings, appropriate social distancing and required face coverings will be in place for all common areas as outlined in the Movement section of this plan.

Athletics

Requirements from the Michigan Return to School Roadmap

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

District and Building Implementation Plan:

The Rockford Public Schools Athletic Department will comply with all Michigan High School Athletic Association and National Federation of State and High School Associations published guidance. All the recommended and proper hygiene techniques communicated by the Kent County Health Department and CDC will be enforced before and after every practice, event, or other gathering. All participants, including student athletes and coaches, will confirm they are symptom-free prior to any practice or competition.

During practices and competitions, all equipment will be disinfected and sanitized for before and after use.

When transportation is required for any inter-school competitions, facial coverings will be worn by all participants. The buses will be cleaned and disinfected before and after each bus used for competition transportation. More detailed information regarding busing and student transportation can be found in the Transportation section.

Participants will not be allowed to share equipment and will have a water bottle for individual use. In hopes to limit physical contact, no handshakes, fist bumps, or other unnecessary contact must occur. Face coverings and social distancing is required by all participants at all times. All indoor conditioning and shared equipment use is suspended during **Phase 4**.

The athletic department will remain in compliance with all directives and requirements set forth by the Michigan High School Athletic Association. <https://www.mhsaa.com/>

For specific information regarding athletic practices, conditioning and events, please access the athletic department links:

<https://rockfordrams.org/rockford-athletics-safe-return-to-activity-full-plan-6-15-20/>

<https://rockfordrams.org/covid-19-athlete-coach-monitoring-form/>

<https://rockfordrams.org/parents-and-student-athletes/>

Busing and Student Transportation

Requirements from the Michigan Return to School Roadmap

1. Drivers will require the use of hand sanitizers before entering the bus. Hand sanitizer will be supplied on the bus.
2. The bus driver, staff, and all students in grades DK-12, if medically feasible, must wear facial coverings while on the bus.
 - a. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.
3. Transportation vehicles will be cleaned and disinfected before and after every transit route. Children must not be present when a vehicle is being cleaned.
4. Frequently touched surfaces in the vehicle will be cleaned and disinfected (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
5. Equipment, including items such as car seats, wheelchairs, walkers, and adaptive equipment, being transported to schools will be cleaned, sanitized, and disinfected daily.
6. Create a plan for getting students home safely if they are not allowed to board the vehicle.
7. If a student becomes sick during the day, they will not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.

8. Weather permitting, doors and windows will be kept open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
9. Weather permitting, keeping windows open while the vehicle is in motion will be considered to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

District and Building Implementation Plan:

Rockford Public Schools will provide sanitizer for each bus. The drivers and students will utilize the hand sanitizer as they enter the bus. All drivers and students will be required to wear face coverings unless otherwise medically cleared and approved by the district. Face masks will be available at the entrance of the bus in the event that a student does not come to the bus equipped with the necessary item.

All bus drivers will participate in thoroughly cleaning and sanitizing the bus before and after each route. The Transportation Department will collaborate with the Facilities Department to coordinate the acquisition of cleaning supplies, hand sanitizer, and signage. Signage will be installed regarding requirements of face coverings, hand sanitizing, and remaining in seats. Any wheelchairs, walkers, car seats, or other adaptive equipment shall be sanitized after each use.

Students becoming ill during the school day will not ride the bus. Parent, guardian, or emergency contact will be contacted for transportation per district and Kent County Health Department protocols.

Weather permitting, all attempts to increase air flow will be made by opening the doors and windows while cleaning and between trips to let the vehicles thoroughly air out.

In addition to the above actions, students will be assigned seats and must remain in their assigned seats the entire ride. Food consumption is not allowed unless medically necessary and previously approved by the district. Communication regarding new protocols and procedures will be distributed regularly to parents via Schoology and Family Access. All drivers will be trained regarding the proper use of face coverings, sanitizing and cleaning the bus, as well as for the symptoms of COVID.

Medically Vulnerable Students and Staff

Strongly Recommended from the Michigan Return to School Roadmap

1. Staff should systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
2. 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.

District and Building Implementation Plan:

Knowledgeable staff (e.g., nurse, special education teachers, 504 coordinator) will review plans to identify those that require additional accommodations related to COVID-19. Consult [CDC guidelines](#). For example, there are exemptions to wearing face coverings for students with certain conditions. Update plans as needed.

Parents will be surveyed with a CDC-aligned instrument to determine whether their student is at high risk and requires additional accommodations that might not be evident from reading the student's specialized plans; revise those plans based on parent feedback. (Complete by August 15th.)

Any staff member identifying as medically vulnerable will be required to schedule a meeting with the Human Resource office, no later than August 7th, to discuss options for reasonable accommodation and consideration for the ability to "teach from home" by supporting students who have elected for 100% remote learning.

Phase 4 - Mental and Social-Emotional Health

Strongly Recommended from the Michigan Return to School Roadmap

1. 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.
2. Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
3. Provide all staff with timely, responsive, and ongoing training and 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.
4. 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.
5. 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).
6. 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.

7. Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
8. Provide resources for staff self-care, including resiliency strategies.
9. Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
10. Leverage [MDE resources](#) for student and staff mental health and wellness support.
11. Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
12. Communicate with parents and guardians, via a variety of channels, about return to school transition information, including:
 - a. [Destigmatization of COVID-19](#);
 - b. Understanding normal behavioral response to crises;
 - c. General best practices of talking through trauma with children; and
 - d. Positive self-care strategies that promote health and wellness.

District and Building Implementation Plan:

For our district, we believe mental and social-emotional health is a critical and foundational piece to the success of this coming year. Although we understand the “requirements” stated in the roadmap are minimally stated, we believe that intentionally programming to support the social-emotional health of our students, staff, and school families is essential to successfully implementing this plan and moving the influence of Rockford Public Schools forward during this COVID-19 pandemic.

At the onset of the March school closure, our district established a social-emotional support team and [social-emotional website](#) with a list of resources and school contacts for families. Building on the foundation set last spring, Rockford Public Schools further established a Social-Emotional Committee to plan a comprehensive program for the 2020/21 school year. The team has an established purpose, process, action plan, and outcomes that will be described in this Preparedness and Response Plan for returning students to school.

Screening and Referral Process To Identify and Support The School Community

Rockford Public Schools has a previously established comprehensive crisis management plan with the purpose of navigating difficult situations and supporting students, families, and staff members during these times.

Prior to the start of the 2020/21 school year, the district will provide a social-emotional screener for all students and staff. Guidelines for the screener and referral process will be communicated on August 19th and social emotional supports and resources will include:

- Wellness check-in
- Resource lists and tips
- Referral flow-chart
- Best practices training and assistance
- Self-care strategies, including awareness and encouragement

The district will survey all parents and students to determine current mental health needs and provide an online form for parents and students to request support. Based on the survey results or form requests, counselors (school counselor, 31N Coordinator, ISD supports) will reach out to individual students and families to arrange targeted support. Point people have been identified to review screener for rapid referral to appropriate supports. An additional contact has been identified for all COVID-19- related questions and concerns.

Once the school year has started, dedicated school staff (social workers, counselors, behavioral coaches, mental health liaison, etc.) will use our district-structured pyramid of intervention response procedures to intervene for identified populations, including connecting families to outside agencies, to help meet their needs. During remote or face-to-face instruction, teachers will monitor and assess the needs of students and families through their daily interaction. Teachers will employ level one intervention strategies in the face-to-face or virtual classroom setting. If a need is identified, the teacher will elevate that need to the principal or counselor to make the necessary tier two or tier three follow-up.

We will use a three-tiered approach across our district to support students and families after the screening process has been completed. The details of support identified in each of the three tiers are listed below.

<p>DK-12th</p> <p>Tier 1 Supports</p>	<p>SUPPORT FOR ALL STUDENTS IN THE DISTRICT</p>	<ul style="list-style-type: none"> ● Regular mental health wellness check-ins (online and in person) ● Community building in the classroom ● Whole group lesson on topics such as mindfulness, stress management, self-regulation ● Informational Sessions, in a variety of formats, for families ● New routines and procedures taught and practiced to keep children healthy ● Designated point person at each building to answer Covid-19 related questions ● Frequently updated mental health resources for families both inside /outside the school environment ● Timely and transparent communication updating all
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		stakeholders on important developments
DK-12th Tier 2 Supports	A PORTION OF STUDENTS AND FAMILIES WHO HAVE BEEN IDENTIFIED AS NEEDING EXTRA SUPPORT	<ul style="list-style-type: none"> ● Referrals and intensive support as needed ● Support groups/Small group lessons ● Virtual and one-on-one short-term counseling options ● Rapid process for staff to refer students with needs ● Targeted outreach by administration/qualified staff ● Outside agency referrals - See Resource Guide ● Barrier assistance ● Access to the District Mental Health Liaison – David Jangda, djangda@rockfordschools.org
DK-12th Tier 3 Supports	AS NEEDED SUPPORT FOR THOSE STUDENTS AND FAMILIES WHO ARE REQUIRING MORE INTENSIVE AND TIME SENSITIVE RESOURCES	<ul style="list-style-type: none"> ● One-on-one counseling (online and in person) ● Adjusted schedule ● Special needs consideration ● Daily check-in by a qualified staff member ● Crisis Support and Stabilization ● Consult with District Mental Health Liaison – David Jangda, djangda@rockfordschool.org

We have identified our Special Education Director as the point person to centralize mental health programming and outreach. As an added layer of support, the district’s social-emotional committee is led by a secondary building administrator and district mental health liaison. The committee leadership

has established a team to respond to referrals, communications to families/students, and public wellness materials.

The district has activated a communication channel for school stakeholders to address mental health concerns resulting from COVID-19. The district will have a form that staff and families can use to alert staff to mental health concerns of any student within the district, and members of the district social emotional response team will monitor the submissions.

Professional Learning

At the beginning of the year staff meetings, all staff will participate in training around guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams. In order to ensure that staff can identify at-risk students in a timely manner, our district team has established professional development for the start of the school year, as well as a vehicle for ongoing learning.

- Signs of trauma and ways to employ tier one strategies in the classroom delivered on August 19th at building staff meetings
- Monthly follow-up support via staff meetings, webinars, and one-to-one coaching
- Updated and concise [Rockford Public School SE Resource Guide](#)
- [MDE COVID-19 Social and Emotional Learning Resources](#))

Resources To Support The School Community

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

We will provide regular communication to our school community and parents *via* a variety of channels: district website, social media channels, and our district video messages or mailings. It is important that we provide information about the return to school transition that: destigmatizes COVID-19; understands normal behavioral response to crises; promotes general best practices of talking through trauma with children; and provides positive self-care strategies that promote health and wellness.

We will again publish social-emotional resources on our website to assist families and staff. Our school social workers will create and cultivate content in collaboration with community agencies to ensure the list is comprehensive. Here are some of the resources we are using, or have built already, and will publish.

- [Staff Mental Health Resources](#)
- [Rockford Public Schools SEL Plan](#)
- [Rockford Public School Resource Guide](#)
- [Building Positive Conditions for Learning at Home](#)

Phase 4 - Instruction

Governance

Strongly Recommended from the Michigan Return to School Roadmap

1. Create a district [Return to Instruction and Learning work group](#), potentially led by the Director of Curriculum, Chief Academic Officer, or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:
 - a. Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
 - b. Revise the district's remote learning plan to incorporate the feedback received, and input from stakeholders, to improve its effectiveness.
 - c. Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

District and Building Implementation Plan:

Our district's Teaching and Learning Team will be led by Mike Ramm, Rockford Public Schools Assistant Superintendent of Instruction. Committee members will be included from the following district populations:

- Central Office
- Elementary, Middle and High School Principals
- Elementary and Secondary Instructional Coaches
- DK-12 teacher representatives on the district Academic Excellence Team from our different buildings around our district
- District Union Leadership
- Support Staff Supervisor Representatives

During early June, a re-entry committee structure and process was created and communicated. A description can be found [here](#). Subgroups were formed to address specific areas of the plan and met throughout the summer to establish content of our return plan.

At the end of May, a staff survey was sent in order to gather feedback about the opinion of Rams Connect, our remote learning plan that was implemented as a result of the 2019/20 school closure. Additionally, a parent survey was sent in June of 2020 to seek input regarding the experience. This feedback was used to shape our [Phase 1-3 Remote Learning Plan](#), as well as provide perspective to planning multiple facets of our overall re-entry plan.

Survey resources:

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

The final Preparedness Plan will be posted on the district's website, and related sections will be

included as a supplement to the student and staff handbooks. In the welcome back meeting for staff in August, our district administration will cover the supplemental information in detail and provide building principals with a building meeting agenda of topics to dialogue with their staff. The goal is that the plan is executed with clarity of expectations. Building administration and teachers will engage students in a full review of the supplemental information related to the preparedness plan to ensure students are well versed in the event we return to remote learning in any form or fashion.

Instruction - In-Person (Before School Reopens)

Strongly Recommended from the Michigan Return to School Roadmap

1. Activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high quality digital resources.
2. Make expectations clear to school leaders and teachers around hybrid and remote instruction that include:
 - a. Best practices for remote learning;
 - b. Grade-level proficiencies;
 - c. Modes of student assessment and feedback;
 - d. Differentiated support for students;
 - e. The inclusion of social-emotional learning; and
 - f. Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.
3. Set an instructional vision that ensures that:
 - a. Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
 - b. Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
 - c. Every student's academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
4. Secure supports for students who are transitioning to postsecondary.
5. Support schools to implement grade level curricula that are aligned to Michigan PreK-12 standards.
 - a. Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
6. Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
 - a. Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
 - b. Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider

students' needs around accessibility and provide assistive technologies, where possible.

7. Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
8. Remain connected with MDE about policies and guidance.
9. Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

District and Building Implementation Plan:

Instruction - Before School Starts

Vision:

Our Instructional Work Plan is centered on our district's [collective commitments](#), as well as our instructional focus areas that we developed during the 2019/20 school year. Our established priorities include:

- Launching an official Professional Learning Community (PLC) model to capitalize on our district's collective talent by structuring collaborative time to yield consistent student outcomes.
- Aligning instruction and assessment practices around course priority standards to ensure that every student advances with a base level of understanding.
- Systemically react to intervene when students need assistance to learn.

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

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

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

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

- Best practices for remote learning
- Curriculum focus on grade/course priority standards
- Modes of student assessment and feedback
- Differentiated support for students
- The inclusion of social-emotional learning
- Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.

These expectations will be supported by a robust professional learning plan.

Also noteworthy is the fact that Rockford Public Schools will be launching [Rockford Virtual](#), an online learning platform supported by Rockford teachers that allows a family to participate in virtual instruction if a decision is made not to return to a face-to-face setting.

**Note: it is necessary to communicate in this instance that Rockford Public Schools is choosing not to begin the year by implementing a hybrid schedule for students. During Phase 4, all DK-12 students will attend school every day for face-to-face instruction. It is the belief of the district that the mitigation strategies identified in this plan provide opportunity for all students to return and benefit from face-to-face instruction. The importance of in-person learning is well-documented, and there is already evidence of the negative impacts on children because of school closures in the spring of 2020. Returning all students to school, carefully, but as soon as possible prevents further interruption of supportive services and may limit additional social isolation, making it difficult for schools to identify and address important learning deficits, as well as child and adolescent physical or sexual abuse, substance use, depression, and suicidal ideation. Beyond the educational impact and social impact of school closures, there has been substantial impact on food, security, and physical activity for children and families and the district is committed to strategically influencing all students through the current arrangement.*

Standards-Aligned Curriculum and High Quality Instructional Materials:

During the 2019/20 school year, our district participated in a process of identifying, aligning and unpacking content-specific priority standards. Through department and grade level collaboration, this process was completed for every secondary course and DK-5 literacy curriculum. The standards and accompanying information are located on a website published for district staff. These standards will be the singular focus for instruction when we return this year as it is critical that we ensure all students obtain a base level of understanding in each of them.

Our current curricular resources are accessible digitally for students and staff. Our teachers have a strong command of the curriculum they teach and, as previously mentioned, professional learning has shifted to following standards-aligned resources, with a special emphasis on prioritized standards to accelerate learning. We are using Schoology as our Learning Management System (LMS).

High Quality Instructional Methods and Intervention Programs:

Deep learning and student engagement are top priorities for our instructional vision - whether our learning environment is face-to-face or remote. The mission of the Rockford Public Schools is to provide a safe teaching and learning environment which will ensure, with the support of the students, parents and community, that all students, upon graduation, will have the academic and social skills to be successful, lifelong learners in a global society. This supports a strong differentiation practice in our classrooms. Our Professional Learning Community (PLC) structure will provide opportunities for teachers to examine student work and make meaningful instructional decisions in a collaborative, systemic way.

We will continue to use the Response to Intervention-tiered intervention programs we have in place for literacy in grades K-6. The PLC monthly collaborative meetings will also provide time for intervention for DK-12 in all content areas. We recognize that additional support may be necessary for students as we determine their needs in the first weeks of school. Our PLCs and Building Collaboration Teams will keep a close eye on student needs and communicate needed intervention

support to their building principals.

Resources that support instruction and intervention planning:

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

Meaningful Assessment Methods:

Our district assessment plan provides DK-12 teachers and students the ability to identify gaps in student learning and target individual student needs on an ongoing basis. Our emphasis on formative assessment fuels our PLC structure with many examples of student work to consider as teachers work together to plan next steps in instruction.

Resources to support meaningful assessment practices:

- [What do we mean by formative assessment?](#)

Integration of Social-Emotional Learning:

Supporting the social-emotional learning needs of students is necessary for academic success. As a staff we place a heavy emphasis on the well-being of students and staff to enable them to meet the significant challenges created by the pandemic and school closures. As previously mentioned in the social-emotional section of this document, an initial screener will be done for all students at the beginning of the school year. After, the steps outlined in the aforementioned Social-Emotional Pyramid of Interventions will take place to ensure that the social-emotional needs of all students will be met. Of course, it is also important to again highlight that teachers will further participate in Professional development in the following areas/methods:

- Signs of trauma and ways to assist in the classroom delivered on August 19th at building level
- Monthly follow-up support via staff meetings, webinars, and one-to-one coaching

Special Education:

Before school starts, students' IEPs, IFSPs, and 504 plans will be reviewed/revise in coordination with general and special education teachers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs. IEPs will be fully implemented during stage four and beyond with safety precautions to ensure the health and safety of students and staff.

The Roadmap highlights:

- Commencing intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
- Establishing structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs

around accessibility and provide assistive technologies, where possible.

- Developing a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Postsecondary Transitions:

In close collaboration with our high school principals, counselors, and local college access network members, we will be working diligently to secure support for students who are transitioning to postsecondary. These supports will encompass:

- Determining what resources should be shared with Class of '21 and Class of '22 students and families.
- Planning for fall administration of the SAT and ensuring that high school staff are communicating with seniors.
- Providing resources, information, and training to parents and students. This will include a wide continuum of topics such as FAFSA completion, college application preparation, stackable certifications, etc.
- Coordinating efforts with our local college access network and counselors.
- Monitoring the impact and perhaps unintended consequences created by moving to Credit/No Credit for spring 2020. We will ensure all transcripts note the COVID-19 closure and any resulting changes in grading.
- Creating measures/processes to identify students who may need additional support.

Resources that support postsecondary transitions:

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

Schedules and Routines:

A cohorting model will be used for our elementary schools. Students in grades DK-12 will be in school every day for the normal instructional day. Significant safety mitigation strategies will be utilized to limit exposure and contact while students are at school and were previously described in this document.

Elementary School Schedule and Considerations:

- **Face-to-face class with teacher - every day (8:40am - 3:40pm)**
- **Students stay together as a class and do not mingle with other classes.**
 - Tier 1 Instruction in core content provided by classroom teachers
 - Tier 2 support provided by classroom teachers happens here
 - Tier 3 support pushes into the classroom
- **Specials:** Specials schedule: specials teachers travel to the classroom - students remain in place (Music and PE classes will adjust curriculum so they don't involve singing, playing of shared instruments, or indoor perspiration.)
- **Lunch:** Students will eat in classrooms with their classroom teacher. Food will be delivered in a box lunch format and students will pre-register for a school-provided lunch. Opportunities for alternative eating locations will continue to be explored, but students will be scheduled so they do not mingle with those from another class.
- **Recess:** It is understood that students greatly benefit from having a physical component built into the school day. Therefore, every attempt will be made to organize a recess schedule for

each elementary building. The recess schedules will ensure that each class remains separate from other classes. Students will wear masks during recess.

Secondary School Schedule and Considerations:

- **Face-to-face classes with teachers - every day (7:40am - 2:30pm)**
- **Teachers participate in their normal daily schedule.**
 - Upon arrival to school, students are assigned to designated areas in the building in order to limit gatherings and increase social distancing.
 - Students will not be using lockers for at least the first trimester and will be asked to bring a backpack to carry belongings. Hallways will be marked with travel lanes and students will be coached to “move with purpose” from destination to destination.
 - Once in the classroom, mitigation strategies such as PPE, plexiglass barriers, eliminating shared materials, and limited instructional moves that promote direct contact with multiple classmates will occur.
- **Electives:** Music classes will adjust curriculum so they eliminate or safely limit singing and playing of wind instruments. PE and other performance-based elective classes will participate outside when possible and eliminate the practice of sharing equipment. Classes with more than 50 students will divide into multiple indoor physical spaces or one space that is large enough to practice social distancing.
- **Lunch:** Students will eat in classrooms with their designated teacher. Food will be delivered in a box lunch format and students will pre-register for a school-provided lunch. If necessary, buildings will develop schedules for individual classes to attend the cafeteria serving line to pick up food. Opportunities for alternative eating locations will continue to be explored, but students will be scheduled so they do not mingle with those from another class.

Instruction - In-Person (After School Opens)

Strongly Recommended from the Michigan Return to School Roadmap

1. Ensure that every student:
 - a. Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning;
 - b. Is assessed for readiness to engage in grade-level content; and
 - c. Is offered scaffolds and supports to meet their diverse academic and social-emotional needs.
2. Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
3. Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
4. Conduct a review of each student's IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services, including OT, PT, and Speech while school buildings were closed.
5. Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
6. Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
7. Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.
8. Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.

Instruction - After School Starts

Ensuring Learning:

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

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

At these meetings, Rockford Public Schools staff will use PLC protocols to build up to engaging in a consistent process that collectively engages colleagues in a review of evidence of student learning from formative assessments that are based on priority standards. At the onset of the year, teachers will review their priority standard work from 2019/20 and establish an official pacing guide that

includes each of the standards. Grade level and department colleagues will adhere to the adjusted pacing guide that accounts for the learning that was missed as a result of the school closure in the middle of March. After the pacing guide around the priority standards is established, teachers will collaborate to create a common formative assessment that will be used to measure student knowledge. Professional development around assessment architecture will be provided and assist teachers in writing assessments that accurately reflect checking for student understanding past a recall level. The assessment schedule will be agreed upon and enacted by all grade and department members so as to foster a consistent piece of third point data on which to reflect.

As we move forward, overall data trends will be identified so that systemic supports and interventions can be planned. Ongoing early release day professional learning about formative assessment use in remote environments will support this work as we move through the year.

When we reopen, Rockford Public Schools will continue revising students' IEPs and 504 plans in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services, including OT, PT, and speech while school buildings were closed.

Resources that support ensuring learning:

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

Shifting to a Remote Learning Environment:

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

- Have teachers organize all lesson plans in our district learning management system (Schoology).
- Access and understand grade level and course specific content standards.
- Familiarize our teachers and students with the Phase 3 Continuity of Learning Plan so that a transition is seamless should it be necessary to migrate.
- Ensure all of our student devices are in working order and support our video conferencing software, Google Meet.
- Integrate remote learning tools into PLC meetings and in-school instruction so that teachers and students remain ready for a possible transition to a remote context.
- Use ideas and resources from our district remote learning professional development to support instructional decisions for remote learning.
- Prepare communication for key audiences (students, teachers, parents) that clarify new protocols and resources, share evidence of student learning, and ensure that all stakeholders receive status updates.

When in remote learning modes, we will use our Phase 3 Continuity of Learning plan described [here](#).

Communications and Family Supports

Strongly Recommended from the Michigan Return to School Roadmap

1. Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:
 - a. Expectations around their child's return to school;
 - b. Clear information about schedules and configurations;
 - c. Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
 - d. Plans for each of the different school opening scenarios.
2. Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with:
 - a. Training about how to access and use the school's chosen digital systems and tools;
 - b. Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
 - c. Opportunities to build their digital literacy; and
 - d. Strategies to support their child's learning at home.

District and Building Implementation Plan:

Communication Systems:

Based upon community feedback during Spring of 2020, we identified that multiple modes of communication (both one-way and two-way) enabled us to most effectively communicate with our families and students. We used, and will continue to use, multiple modes, including our district website Family Access email, School Messenger phone calls and text messaging, and Schoology messaging. As we move forward, we will implement the following communication protocols:

- Maintain timely, accurate, and clear two-way communication with families regarding students' academic and social-emotional functioning and school and classroom information.
- Clearly communicate all plans and expectations for your child's return to school, including modes of assessment, details about curriculum, and expectations for grade-level proficiencies.
- Ensure our teachers use Schoology consistently and effectively so parents and students can easily find and access the information.
- Establish a communication routine that our stakeholders can count on and access in a flexible way in order to ensure that resources are available for information.

Family Partnerships:

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

- District and building parent information on the best way to access and use our digital resources.
- Supports and resources for our families to use at home, including specific strategies for supporting their child's learning at home.

- Video conferencing Q&A sessions where parents can interact with teachers to ask questions.
- Continued surveying and inquiry into the experience of our families so that we may further adjust our approaches to benefit our school community.

Professional Learning

Strongly Recommended from the Michigan Return to School Roadmap

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

District and Building and Implementation Plan:

Our Professional Learning Work Plan is centered around our commitment to all students as described in our collective commitments. Our strategic plan that we have written for the 2020/21 school year includes the following pillars: Our professional learning priorities remain:

- **Professional Learning Community Launch**
- **High Quality Instruction, Including Remote Learning**
- **Social-Emotional Student and Staff Programming**
- **Promoting a Culture of Inclusivity and Acceptance**
- **COVID -19 Safety protocols**

Professional Learning Structures:

Professional Learning Communities (PLCs):

The Four PLC Questions are:

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

In 2019/20, our district focused on PLC Question #1: What do we want our students to know. This included a district initiative to identify, align and unpack priority standards.

In looking ahead to 2020/21 we intend to officially launch our PLC process focusing on some key items:

- The Three Big Ideas of a PLC
- PLC Collaborative Practices
- Question #2: How will we know if they have learned it?
- Elementary Response to Intervention Practices

With the exception of our implicit bias training through the Grand Rapids-based Cultural Intelligence Center, all of our professional development will funnel through the PLC process and district established calendar. This includes the following:

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

Resources that support this work:

- [Collaborative Inquiry Toolkit](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit For COVID-19 Reopening](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math](#)
- [Assessment Guidance Planning Document](#)
- [Formative Assessments in Distant Learning Framework](#)
- [Formative Assessment Tips for Remote Learning Webinars](#)
- [Grading for Learning: Guidelines for Creating Student Success](#)
- [MSU Reframing Assessments as Tools for Student Support](#)

Phase 4 - Operations

Facilities

Strongly Recommended from the Michigan Return to School Roadmap

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

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

District and Building and Implementation Plan:

As previously stated in portions of this document, Rockford Public Schools is committed to ensuring that each of these strongly recommended operations practices is implemented prior to the school year as part of our planning and preparation practices.

Budget, Food Service, Enrollment, and Staffing

Strongly Recommended from the Michigan Return to School Roadmap

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

14. Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.
15. Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
16. Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
17. Work with school leaders to orient new school staff to any operational changes.
18. Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
19. Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

District and Building Implementation Plan:

- As previously stated in portions of this document, Rockford Public Schools is committed to ensuring that each of these strongly recommended operations practices is implemented prior to the school year as part of our planning and preparation practices. The procedures outlined above are evidenced in our daily practices as a district preparing for the 2020/21 school year. Finally, Rockford Public Schools also is committed to a relationship of collaboration and transparency with our local bargaining units.
- [Link to Food Service](#) in Safety section

Technology

Strongly Recommended from the Michigan Return to School Roadmap

1. Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
2. Designate a single point of contact in each school to plan and communicate with district technology teams.
3. Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.
4. Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
5. Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
6. Where practical, given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology. (For example, the existing parent organization may be able to fulfill this role.)
7. Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures should include:

- a. Safely bagging devices collected at schools;
 - b. Sanitizing the devices prior to a repair or replacement evaluation;
 - c. Ordering accessories that may be needed over the summer; and
 - d. Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
8. Identify an asset tracking tool.
 9. Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
 10. Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
 11. Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
 12. Develop a technology support plan for families.

District and Building and Implementation Plan:

Before Schools Reopen for In-Person Instruction

In order to make effective, data-informed decisions about implementing and supporting Remote Learning during the spring of 2020, our families were surveyed regarding connectivity at their home. At this time we determined approximately seven percent of our families had connectivity issues. This list of names will serve as our baseline data for the start of the 2020/21 school year.

Prior to the start of 2020/21 school year, a Google Form survey link will be sent to the primary Parent/Guardian email for each student in our Student Information System (SIS). We will compare responses with our spring baseline data and the district connectivity team will again call every Rockford family that responds with connectivity issues in order to individually troubleshoot.

Results from the survey will be compiled and shared at the district and building level, including the teachers of students identified. This data will be utilized to help inform the building's decision-making.

Each building will identify someone to serve as the connectivity contact and this person will manage the caseload of students identified as not having connectivity.

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

Devices that were sent home during Spring 2020 to support Continuation of Learning Plans have been collected by schools. These have been stored for the past month. All devices have been cleaned and disinfected according to [CDC Guidelines](#).

MI Safe Start Phase 5 - In-Person Instruction

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

Phase 5 - How it differs from Phase 4

The requirements and recommendations of Phase 5 are all in Phase 4. For example, some of the Phase 4 requirements become strong recommendations in Phase 5, and some of the strong recommendations in Phase 4 are reduced to recommendations. Upon data from Phase 4 implementation RPS will develop a Phase 5 plan by determining which recommendations from Phase 4 will not be required in Phase 5. However, less some minor adjustments, the plans for the two phases can be essentially the same.

MI Safe Start Phase 6 - Post Pandemic

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

Phase 6 - How it differs from Phase 5

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