Continuity of Learning (COL) and COVID-19 Response Plan 2020-2021 Plan for Remote Learning & Phases 1-3

During this COVID-19 pandemic, our school community has come together to support one another, with particular emphasis on our children. The community has provided multiple resources to ensure families have food, home supplies, personal hygiene items, mental health supports, and other basic necessities. Those needs will continue to be identified and lifted up for support as our community navigates the ongoing pandemic. The depth of care, strength, and creativity expressed by our MPS family is inspiring and this extends to our desire and intent to meet the learning needs of our students. In addition to the COVID-19 pandemic, the Midland Community also experienced a devastating 500 year flood in spring 2020 that destroyed businesses and homes, displacing many students and families.

MPS is committed to maintaining our level of excellence by providing learning experiences in the most meaningful, engaging, and inspiring way possible to maximize student learning and growth, while still maintaining a deep and consistent focus on student mental health and overall wellbeing. The below timeline reflects the progression of the MPS COVID-19 response plans that reflect that focus and align with all Michigan Department of Education requirements and Executive Orders.

March 16, 2020	Mandated School Closure
	➢ Focus on staying connected with students and families; ensuring physical, social, and mental wellbeing; providing academic enrichment and connection activities
April 2, 2020	Executive Order requiring Continuity of Learning Plan 2020 through June 11, 2020
	➢ Continued focus on physical, social, and mental wellbeing; provide academically focused remote learning experiences for all students that are appropriate, equitable, and accessible for students and families
August 2020	MPS Launches 2020-2021 School Year
	➢ Updated Continuity of Learning Plan 2021; COVID-19 District Preparedness and Response Plan; and Extended COVID-19 Learning Plan per MDE Requirements, all of which exceed the requirements of Governor Whitmer's Executive Order 2020-142, the MI Safe Start Plan, and the MI Safe Schools Michigan's 2020-21 Return to School Roadmap.

This Continuity Learning Plan provides the overarching framework and expectations for our staff, students, and families during times of remote learning at the individual classroom, school, district, or state level. This is an evergreen plan with updates made as necessary. The key outcomes of this plan are:
- Emphasize care, safety, health, and overall wellbeing to all students, families, and staff
- Provide consistent, meaningful, and engaging experiences that promote maximum learning and growth at a scale to deliver standards-aligned curricula and high-quality instruction aligned with best practices
- Provide the most equitable and accessible learning experiences possible for all students
- Ensure all members of the MPS school community understand their role in the remote learning plan

This Plan was developed by MPS administrators with input from teacher representatives, the Midland City Education Association, the technology department, and the Board of Education. Feedback received from families and students during the initial school closure period provided important insights to inform the development of the Plan. Ongoing analysis and deep reflection will be needed as the Plan is implemented. Feedback will be gathered from students, families, teachers, and all staff members. Student learning, growth, and wellbeing will be monitored and that information will be used to help improve the Plan. Collaborative teams will convene to review that information and make adjustments for improvement. Flexibility, patience, and grace are needed more than ever as we continue to collaboratively navigate the COVID-19 pandemic and the school experience. Feedback is valued, and we encourage open communication so we can together make adjustments and improvements. As additional guidance is released regarding expectations for Remote Learning, the Plan will be updated.

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Roles and Responsibilities

While every effort was made to provide guidelines that apply to all certified staff groups, not all details may be captured in this document. In the event that details need clarified, staff members will communicate with their direct supervisor(s). While each group has some defined roles and responsibilities, strong collaboration and communication among groups is critical. Families continue to be critical partners in student learning and additional information can be found later in this document. All members of the MPS team are dedicated to keeping students at the center of the educational experience with close consideration of student wellbeing.

Superintendents Board of Education	● Consider and monitor the social emotional wellbeing of students and staff ● Support staff, students, and families in the remote learning environment ● Provide communication updates to all stakeholders ● Provide guidance for state and federal legislation
Principals	● Consider and monitor the social emotional wellbeing of students and staff ● Lead the implementation of the Plan at the school level ● Strive to meet the individual needs of all students, families, and staff for optimal wellbeing and learning ● Ensure maximum student and family engagement ● Facilitate regular online meetings with ALL teachers/teacher teams ● Support teachers and monitor instruction using Canvas, the 5D+ instructional rubric, and the MPS blended/online quality rubric as applicable; this is done in the spirit of providing support and ensuring a high quality student experience ● Facilitate building communication between teachers, students, and families ● For students who are unable to access online digital learning, a comparable offline learning experience must be provided. Teachers will collaborate with the principal regarding the logistics of disseminating offline lessons and materials
Technology Department	● Consider and monitor the social emotional wellbeing of students and staff ● Partner with principals to distribute a survey to identify technology needs ● Provide device support and help desk services to staff, students, and families ● Help provide solutions to accessibility as possible ● Support staff, students, and families in the remote learning environment ● Maintain technology servers, systems, and network connectivity in a manner that maximizes uptime so that remote staff, student, and family access is consistently available, including hotspots ● Provide device repair for staff and students including a central collection point, sanitization of devices upon receipt, and device repair ● If device breakage exceeds MPS Help Desk capacity, we have a vendor that we use to offload the overflow work so that we minimize downtime ● Work collaboratively with IT to support training programs for staff and families ● Provide individual training on hardware and software use as needed ● Work with the Building Administration to ensure that proper inventory is being maintained in our resource management system ● Continue to review processes on a regular basis to ensure that they are focused on supporting student and staff current needs ● Work collaboratively with Instructional Technology and Curriculum to ensure that current staff and student technology needs are being met

Curriculum Team	- Consider and monitor the social emotional wellbeing of students and staff - Support the development and implementation of the Plan - Provide professional learning to support the implementation of the Plan - Support the implementation of the Plan and ongoing collaboration with building leaders to monitor the success and make adjustments based on feedback - Provide for assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under the Postsecondary Enrollment Options Act as amended and the Career and Technical Preparation Act
Teachers	- Consider and monitor the social emotional wellbeing of students, and notify the administrator, student support specialists, counselors, or support staff as needed - Provide meaningful high-quality learning experiences that are student-centered, appropriate, equitable and accessible for all students - The teacher workday will match the typical school work schedule with some flexibility to tend to family needs given unique circumstances - Teachers will check their email twice daily, ideally morning and afternoon, and maintain close communication with building administrators/supervisor - Participate in school meetings as scheduled; traveling and auxiliary teachers will communicate with principal(s) regarding the specific schedule - To the extent possible, strive to meet all students' needs - Collaborate with special education staff (co-teacher/case manager) and meet expectations set by the Special Services Dept regarding student services - Make sure students and families know how to use Canvas as the district learning management system; the district technology team and curriculum office team are available to support teachers as needed - Adhere to district developed guidelines for assessing student learning during this remote learning experience - Maintain accurate student attendance records per district guidelines - Maintain methods of two-way communication with families regarding academic progress, participation, completion of learning experiences, and wellbeing
Special Educators	Special Education providers will receive specific guidance from the Director of Special Services.
Literacy Specialists	- Consider and monitor the social emotional wellbeing of students, and notify the administrator, student support specialists, counselors, or support staff as needed - Continue providing typical Literacy Specialists services aligned with the Plan and use Canvas as appropriate - Communicate regularly with the subject/classroom teachers - Provide updated data in grade level IRIPS & continue IRIP work/documentation - Provide virtual support opportunities for students on your caseload - Continue to complete activity log with daily activities & responsibilities - Provide a virtual resource block for teachers who need support - District level Literacy Specialist collaborative meetings 1 hr/week - Continue participating in virtual coaching tutorials (MI Virtual & Literacy Essentials) - Attend meetings as requested and support other district and school efforts and projects as assigned

Primary Years Program IB Coordinators	● Monitor the social emotional wellbeing of students, and notify the principal, student support specialists, counselors, or other support staff as needed ● Continue providing typical PYP Coordinator services aligned with the Plan ● Lead PYP Collaboratives 1-2 times per month (schedule to be developed) ● Consult with teachers in the development of transdisciplinary learning ● Continue preparations for PYP Evaluation ● Collaborate with principals on the development of weekly family communication ● Support teachers in identifying or creating learning experiences ● Provide additional resources and support to grade-level teachers/teams ● Attend meetings and support other district/school efforts as assigned
Diploma Programme IB Coordinators	● Monitor the social emotional wellbeing of students, and notify the principal, studentsupport specialists, counselors, or other support staff as needed ● Continue providing typical IB Coordinator services aligned with the Plan ● Attend meetings and support other district/school efforts as assigned
Learning Coaches	● Monitor the social emotional wellbeing of students, and notify the principal, student support specialists, counselors, or other support staff as needed ● Continue providing typical learning coach services aligned with the Plan ● Attend meetings and support other district/school efforts as assigned
Family Intervention/ Behavior/ Student Support Specialists	● Consider and monitor the social emotional wellbeing of students and collaborate with others as needed to provide service ● Continue providing typical support services aligned with the Plan ● Serve as a liaison for communication with students/families in crisis ● Provide SEL resources to staff and/or families ● Complete family/student check ins with assigned caseload students and others that emerge ● Assist with coordinating community resources for identified families ● Hold individual and/or group teletherapy sessions ● Create 1 digital lesson (5-10 mins) per week to share with classroom teachers ● Virtually attend meetings with schools/admin as scheduled ● Attend meetings and support other district/school efforts as assigned
Counselors	● Consider and monitor the social emotional wellbeing of students and collaborate with others as needed to provide services ● Continue providing typical counseling services aligned with the Plan ● Provide social emotional and wellbeing support to students as needed ● Collaborate with building administrators in leading SEL communications to students, families, and staff ● Serve as a liaison for communication with students/families who are not engaged or need additional support ● As possible, engage with students individually or small groups for career development, scheduling, or other counseling activities ● Continue to support typical scheduling ● Attend meetings and support other district/school efforts as assigned

Methods for Remote Learning

MPS is committed to providing the most equitable learning experiences for students that promote the greatest possible learning and growth during remote learning. Remote student learning opportunities will:
- Utilize Canvas as the district learning management system. Approved supplemental tools will be used.
- Be at scale to deliver standards-aligned curricula and use high-quality instructional materials (more robust and frequent than spring 2020 remote learning).
- Be both synchronous (live in real time) & asynchronous (learning experiences available online anytime).
- Utilize best practices that promote engagement, consistency, and differentiation.
- Include learning tasks to be completed offline, in more of a hybrid model, to maintain a balance with screen time and learning tasks.
- Have a balance of student-centered academic experiences and social emotional wellbeing experiences.
- For students without digital access or those who need accommodations, non-digital/offline means of learning will be provided. Fully offline learning experiences may be provided through instructional packets, mailing of instructional materials to homes, telephone communications, and other opportunities that do not involve digital connection. Offline learning experiences will be as educationally comparable as possible to the online experiences.
- For students and families engaged in full offline learning, materials and resources will be provided, to the extent possible, to ensure students have equitable access to high-quality learning experiences.
- Be monitored collaboratively at the district and school level and adjustments made as needed to enhance student success and align with requirements and recommendations from MDE.

The MPS Team recognizes the inequities among students and families with regard to technology access and is being intentional to eliminate barriers to digital access.
- All MPS students have the opportunity to utilize an MPS provided device (Chromebook).
- MPS is intentionally connecting with families to assess technology needs and make those provisions available prior to the official launch of the Plan.
- Remote connection "hot spots" are provided, to the extent possible, to those without a connection.
- MPS staff is collaborating closely with community partners to eliminate barriers to digital connectivity.
- The technology support system has been adapted to support students and staff working from home.

Monitoring & Continuous Improvement

MPS will create and implement a process for monitoring and adjusting the plan to maximize student success.
- Regular checkpoints with school leaders and staff around curriculum, instruction, assessment, student progress, and needed supports.
- A method of monitoring student work and feedback including student self-assessment of work.
- Ensuring all students and families have adequate connectivity and devices necessary to engage OR the appropriate non-digital resources to receive an equitable learning experience.
- Regular checkpoints with school leaders and staff around student and staff wellbeing.
- A system to monitor and track student daily attendance in remote learning and to follow up as needed.
- Gathering feedback from stakeholders regarding the effectiveness of the plan and needed adjustments.
- Monitoring new information and guidance from MDE and incorporating that information into the Plan.

Great Start Readiness Program (GSRP) & Preschool Schedule and Information

The below information is intended to provide clarity and consistency in priorities, expectations, communication, and time structures for remote learning. GSRP and Preschools are strongly guided by state standards and guidelines. MPS will be prepared to respond to any required revisions to our Plan as that information is released.

Priorities:
- The social emotional wellbeing and overall health of students is a top priority, and staff will continually monitor student wellbeing and connect families with community resources.
- Learning will be individualized and developed in close partnership with each family with choice of learning modes and communication methods.
- Learning will be play-based and hands-on with a focus on literacy and overall preparation for transition to kindergarten.
- There will be a focus on maintaining and strengthening connection and community and foster student social emotional development.
- Ongoing communication between staff and families is critical for student support and success.
- Staff and families collaboration in developing a daily routine will be critical for student success.
- All students will have an equitable opportunity to engage in meaningful learning experiences.

Approximate Time Frames for Student Learning:
- The expectations for learning time will align with the GSRP required issues by the Midland County ESA at the time of Phase 3.
- A specific schedule for synchronous and asynchronous will be communicated to students and parents.
- Learning may include whole group sessions, small group sessions and individualized support with consideration of best practice for early childhood education.

*This table represents the current recommendations for student learning. This may be adjusted based on additional guidance received from MDE or the Midland County ESA.

Grade Band	Approximate Minimum Time	Approximate Maximum Time	Additional Information
GSRP & Preschool	45 minutes/day	60 minutes/day	presenting activities with an expectation of 5-10 minute engagement at a time or as the child's interest guides

Key Information:
- All members of the teaching team will collaborate with families to establish a daily learning routine
- Learning plans will be simple with essential learning highlighted. Daily learning will be play-based hands-on with a focus on literacy and address these three components:
  - Talk: Children need to interact & hear the words and sounds of language from people they love
  - Read: Children need to hear book language. Build reading aloud to children into a daily routine. The teaching team will strongly encourage and support families in engaging in daily reading and will regularly send videos of read alouds.
  - Play: Children need to explore, investigate, create, and innovate!

- For GSRP, learning activities will align with the High Scope curriculum and philosophy of GSRP
- The mode of learning activities will be determined in collaboration with families and may include paper materials and packets and/or various digital tools. Necessary learning materials will be delivered to families per their preference. The teaching team will continue to communicate with families and make adjustments to meet the families' needs
- Learning activities will be individualized in collaboration with the family to meet the needs of each student and to accommodate the unique circumstances of each family. In this collaboration, the teaching team will support families in these ways:
  - Provide strategies for families to use during play or reading that encourages critical thinking. These may include open-ended questions or prompts that encourage families to talk with students about interests, plans, and experiences
  - Encourage daily reading
  - Encourage families to take pictures of what their child is doing and send it to the teacher to showcase learning
  - Share typical classroom activities that families can do at home (for example, students can serve themselves during meals or have simple jobs at home)
- Communication with students and parents will be a fundamental component of student success. The teaching team will make an initial contact with families to identify the preferred method of communication, and that method will be used throughout the period of remote learning. The primary tools for communication between the teaching team and families will be Canvas and parent-provided email addresses and phone numbers
- The teaching team will provide ongoing feedback on learning to students and families. Each student will receive an individualized and personalized communication from the teaching team

GSRP and Preschool teaching teams will participate in the following weekly activities:
- A collaborative planning meeting each week
- A weekly school/program meeting with the program director
- A weekly social-emotional check-in with class/students as part of the learning experience
- Strive to connect with each student/family twice a week via the family's preferred method and in alignment with the family's preferred schedule
- The teaching team will make weekly 1:1 contact with each student/family, prioritizing students who have not yet been engaged or who have had limited contact [i.e., phone call, Canvas exchange, personal email, Google Meet (if using Google Meet for 1:1 feedback/tutoring session then teachers are strongly encouraged to record the session and archive the recording in Google My Drive folder)]
- Collaborate with the program director and early childhood specialist as needed or as requested
- Contact logs should be maintained for each classroom and contain date and duration of contact with parent, method of contact, and the content and activities shared or engaged in. Attempts to contact families who have not responded will also be important
- Contact logs for each classroom will be included in the administrative binder for each program
- GSRP home visits and end-of-year conference will be accomplished online or via phone, utilizing available data, and allow parents sufficient time for meaningful interaction with the teaching team. Parents can request a conference at any time. Parents can choose their preferred language for the conference and all interactions.

Additional Information about GSRP
- GSRP funding will be utilized in alignment with the approved budget. Expenditures during this remote learning period include: staff salary and benefits, learning supplies, postage for mailing materials, travel mileage for delivery of materials and visits, food if necessary, and items to enhance learning and play in support of the High Scope curriculum
- Kindergarten transition will continue to be a focus of the GSRP and Preschool experience with close collaboration and communication with families
  - The teaching team will maintain evidence of student learning and share with families. Shared documents will include backpacks, passports, and end-of-year reports for each child provided by RPP. Included will be individual social stories for the elementary the student will be attending.
  - Better Together documents will be shared for continued activity over the summer
  - The district's process for kindergarten registration and assessment will be clearly communicated to families and guidance will be provided as necessary
  - The final home visit will be done in a manner that parents request, which may include phone, email, digital, or personal visit with physical distancing and address kindergarten transition
- Additional information about GSRP can be found at the Midland County ESA website: http://www.midlandesa.org/services/longview/preschools/

Elementary School Schedule and Information

Our top priority is the safety and wellbeing of students. It is our hope that this document will provide clarity and consistency in communication and time structures for instruction during any period of remote learning.

Priorities:
- Learning will be aligned to the most essential standards and concepts. This will be done in a transdisciplinary way to the extent possible.
- Student learning will be organized around learning targets to build consistency and focus instruction.
- Teachers and other staff will support and monitor the overall social, emotional, and mental wellbeing of students.
- All students will have equitable access to the learning experiences. If online access is not possible, a comparable offline version will be available to students.
- The primary tools for communication between teachers and students will be Canvas and parent-provided email addresses and phone numbers.
- Teachers will provide direct instructional opportunities for students through Canvas.
- Teachers will provide feedback on learning to students and families.

Approximate Time Frames for Student Learning:
The weekly student learning schedule will be:

Mon - Thur	8:30-11:30	Whole class learning facilitate by classroom teacher
Mon - Fri	12:30-2:30	Individual or small group mini-sessions; scheduled 1 week prior

Completing additional learning experiences in Canvas
Completing auxiliary lessons in Canvas
Optional open help sessions with all auxiliary teachers

Teachers will have flexibility to integrate content and adjust subjects within the session to meet the needs of the students. Typical classroom community routines and activities will continue to the extent possible. A *sample* schedule might look like:

- 30 minutes per day for Language Arts Instructional Time/Guided Practice followed by 15 minutes for Language Arts Check for Understanding/Assisted Work Time under teacher supervision. M-Th.
- 30 minutes per day for Math Instructional Time/Guided Practice followed by 15 minutes for Math Check for Understanding/Assisted Work Time under teacher supervision. M-Th.
- 30 minutes per day for Science (M/W) and/or Social Studies (T/Th) Instructional Time/Guided Practice, followed by 15 minutes for Science/Social Studies Check for Understanding/Work Time under teacher supervision.
- Auxiliary will have a half an hour per course each week. So, Art, Music, PE, and World Language will have one 30 minute session each week for elementary students. This will equal two hours total for the four areas. These sessions will be lessons accessible in Canvas outside of the scheduled classroom time.
- The afternoon individual and small group mini-sessions will be scheduled one week in advance so families can plan accordingly.
- Beyond the live learning sessions, additional independent student learning experiences and work will be posted in Canvas.
- Elementary teachers will take attendance during all live learning sessions.

Elementary Auxiliary
- Students will have all four auxiliary classes each week for 30 minutes per auxiliary area. This may be done through a recorded lesson and Canvas assignment.
- There will be an expectation of two hours of instruction/work each week for all auxiliaries combined.
- 5th grade band, choir, and orchestra will meet once a week for a half an hour with the teacher in a Google Meet.

Elementary teachers will participate in the following weekly activities:
- A collaborative grade level meeting PYP at least once per month
- A weekly building meeting with building principal

Elementary School Schedule					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:30-11:30	"Live" session with grade level teacher*	"Live" session with grade level teacher*	"Live" session with grade level teacher*	"Live" session with grade level teacher*	Teacher planning and collaboration**
12:30-2:30	Individual and small group mini-sessions	Individual and small group mini-sessions	Individual and small group mini-sessions	Individual and small group mini-sessions	Individual and small group mini-sessions

	(scheduled one week in advance)	(scheduled one week in advance)	(scheduled one week in advance)	(scheduled one week in advance)	(scheduled one week in advance)
2:30-3:30	Teacher planning and collaboration**	Teacher planning and collaboration**	Teacher planning and collaboration**	Teacher planning and collaboration**	Teacher planning and collaboration**

*Auxiliary/Specials will be lessons accessible in Canvas with open Google Meet for help M-F 12:00-3:00
**the principal will schedule a staff meeting as needed during planning and collaboration time

Middle School Schedule and Information

Our top priority is the safety and wellbeing of students. It is our hope that this document will provide clarity and consistency in communication and time structures for instruction during any period of remote learning.

Priorities:
- Learning will be aligned to the most essential standards and concepts.
- Student learning will be organized around learning targets to build consistency and focus instruction.
- Teachers and other staff will support and monitor the overall social, emotional, and mental wellbeing of students.
- All students will have equitable access to the learning experiences. If online access is not possible, a comparable offline version will be available to students.
- The primary tools for communication between teachers and students will be Canvas and parent-provided email addresses and phone numbers.
- Teachers will provide direct instructional opportunities for students through Canvas.
- Teachers will provide feedback on learning to students and families.

Approximate Time Frames for Student Learning:
- Students and teachers will follow their designated course schedule as noted below.
- For each course, students and teachers will meet "live' virtually three times per week. Two of the days (M & W or T & Th) will be full class sessions. Friday will be the third "live" 20 minute session which will be used as a check-in or other appropriate learning experience.
- The two days where "live" class is not held will be used for asynchronous learning activities disseminated through Canvas. Teachers are available on these days for office hours.
- Office hours are for individual or small group support sessions; providing feedback to students; student and family communications; and other activities as deemed necessary.
- Teachers will communicate directly with students regarding any necessary alterations to the meeting schedule.
- Friday morning will be used for Content Area Collaborative Time where teachers will plan together and support one another. When a teacher is not engaged in their specific content area collaborative session, the teacher will have additional conference and planning time.
- The end of the day Wednesday will be used for a staff meeting.

	Monday	Tuesday	Wednesday	Thursday	Friday
**Middle School Grades 6-8 Remote Learning Schedule Core Classes 20-21 ---Teacher Schedule** (see specific 6th grade elective schedule in next table)				
1st hr	Synchronous "Live" session 1st hour	Teacher office hours & time for students to complete assignments in Canvas	Synchronous "Live" session 1st hour	Teacher office hours & time for students to complete assignments in Canvas	Content Area Collaborative Time: Counselors, ELA, Math*
2nd hr	Synchronous "Live" session 2nd hour	Teacher office hours & time for students to complete assignments in Canvas	Synchronous "Live" session 2nd hour	Teacher office hours & time for students to complete assignments in Canvas	Content Area Collaborative Time: Science, Social Studies*
3rd hr	Synchronous "Live" session 3rd hour	Teacher office hours & time for students to complete assignments in Canvas	Synchronous "Live" session 3rd hour	Teacher office hours & time for students to complete assignments in Canvas	Content Area Collaborative Time: Electives, Special Ed*
4th hr	Teacher office hours & time for students to complete assignments in Canvas	Synchronous "Live" session 4th hour	Teacher office hours & time for students to complete assignments in Canvas	Synchronous "Live" session 4th hour	Check-in with students 1st hour 20 minutes 2nd hr 20 minutes
5th hr	Teacher office hours & time for students to complete assignments in Canvas	Synchronous "Live" session 5th hour	Teacher office hours & time for students to complete assignments in Canvas	Synchronous "Live" session 5th hour	Check-in with students 3rd hour 20 minutes 4th hour 20 minutes
6th hr	Teacher office hours & time for students to complete assignments in Canvas	Synchronous "Live" session 6th hour	Staff Meeting	Synchronous "Live" session 6th hour	Check-in with students 5th hour 20 minutes 6th hour 20 minutes

*when not in collaborative session, teachers will have additional conference & planning time

	Monday	Tuesday	Wednesday	Thursday	Friday
**Middle School Grades 6 Electives Remote Learning Schedule 20-21 ---Teacher Schedule**				
1st hr	Teacher office hours & time for students to complete assignments in Canvas		Teacher office hours & time for students to complete assignments in Canvas		Content Area Collaborative Time: Counselors, ELA, Math*
2nd hr	Northeast 6th grade encore meets for 20 minutes	Northeast 6th grade encore meets full hour	Northeast 6th grade encore meets full hour	Northeast 6th grade encore meets full hour	Content Area Collaborative Time: Science, Social Studies*
3rd hr	Northeast 6th grade encore meets for 20 minutes	Northeast 6th grade encore meets full hour	Northeast 6th grade encore meets full hour	Northeast 6th grade encore meets full hour	Content Area Collaborative Time: Electives, Special Ed*
4th hr		Teacher office hours & time for students to complete assignments in Canvas		Teacher office hours & time for students to complete assignments in Canvas	Check-in with students 1st hour 20 minutes 2nd hr 20 minutes
5th hr	Jefferson 6th grade encore meets for 20 minutes	Jefferson 6th grade encore meets full hour	Jefferson 6th grade encore meets full hour	Jefferson 6th grade encore meets full hour	Check-in with students 3rd hour 20 minutes 4th hour 20 minutes
6th hr	Jefferson 6th grade encore meets for 20 minutes	Jefferson 6th grade encore meets full hour	Jefferson 6th grade encore meets full hour	Jefferson 6th grade encore meets full hour	Check-in with students 5th hour 20 minutes 6th hour 20 minutes

*when not in a collaborative session, teachers will have additional conference & planning time

High School Schedule and Information

Our top priority is the safety and wellbeing of students. It is our hope that this document will provide clarity and consistency in communication and time structures for instruction during any period of remote learning.

Priorities:
- Learning will be aligned to the most essential standards and concepts.
- Student learning will be organized around learning targets to build consistency and focus instruction.
- Teachers and other staff will support and monitor the overall social, emotional, and mental wellbeing of students.
- All students will have equitable access to the learning experiences. If online access is not possible, a comparable offline version will be available to students.
- The primary tools for communication between teachers and students will be Canvas and parent-provided email addresses and phone numbers.
- Teachers will provide direct instructional opportunities for students through Canvas and Google Meet.
- Teachers will provide feedback on learning to students and families.

Approximate Time Frames for Student Learning:
- Students and teachers will follow their designated course schedule as noted below.
- For each course, students and teachers will meet "live' virtually three times per week. Two of the days (M & W or T & Th) will be full class sessions. Friday will be the third "live" 20 minute session which will be used as a check-in or other appropriate learning experience.
- The two days where "live" class is not held will be used for asynchronous learning activities disseminated through Canvas. Teachers are available on these days for office hours.
- Office hours are for individual or small group support sessions; providing feedback to students; student and family communications; and other activities as deemed necessary.
- Teachers will communicate directly with students regarding any necessary alterations to the meeting schedule
- Friday morning will be used for Content Area Collaborative Time where teachers will plan together and support one another. When a teacher is not engaged in their specific content area collaborative session, the teacher will have additional conference and planning time.
- The end of the day Wednesday will be used for a staff meeting.

	Monday	Tuesday	Wednesday	Thursday	Friday
	High School Remote Learning Schedule 20-21 --- Teacher Schedule				
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
1st hr	Synchronous "Live" session 1st hour	Teacher office hours & time for students to complete assignments in Canvas	Synchronous "Live" session 1st hour	Staff Meeting	Content Area Collaborative Time: Counselors, ELA, Math*
2nd hr	Synchronous "Live" session 2nd hour	Teacher office hours & time for students to complete assignments in Canvas	Synchronous "Live" session 2nd hour	Teacher office hours & time for students to complete assignments in Canvas	Content Area Collaborative Time: Science, Social Studies*
3rd hr	Synchronous "Live" session 3rd hour	Teacher office hours & time for students to complete assignments in Canvas	Synchronous "Live" session 3rd hour	Teacher office hours & time for students to complete assignments in Canvas	Content Area Collaborative Time: Electives, Special Ed*
4th hr	Teacher office hours & time for students to complete assignments in Canvas	Synchronous "Live" session 4th hour	Teacher office hours & time for students to complete assignments in Canvas	Synchronous "Live" session 4th hour	Check-in with students 1st 11:00-11:20 2nd-11:25-11:45
5th hr	Teacher office hours & time for students to complete assignments in Canvas	Synchronous "Live" session 5th hour	Teacher office hours & time for students to complete assignments in Canvas	Synchronous "Live" session 5th hour	Check-in with students 3rd 12:30-12:50 4th 12:55-1:15
6th hr	Teacher office hours & time for students to complete assignments in Canvas	Synchronous "Live" session 6th hour	Teacher office hours & time for students to complete assignments in Canvas	Synchronous "Live" session 6th hour	Check-in with students 5th 1:35-1:55 6th 2:00-2:20
7th hr	Teacher office hours & time for students to complete assignments in CanvasOffice hours	Synchronous "Live" session 7th hour	Teacher office hours & time for students to complete assignments in Canvas	Synchronous "Live" session 7th hour	Check-in with students 7th 2:35-2:55

*when not in collaborative session, teachers will have additional conference & planning time

Juvenile Care Center Information
Students who receive education programming at the Juvenile Care Center (JCC) are MPS students. As with our other buildings, student and staff safety and wellbeing are our top priority. Given the specialized learning environment at the JCC, administrators and staff collaborate closely with Midland County staff to determine if and when the school moves to remote learning. The collaborative team has established protocols for the communication and logistics regarding the transition to remote learning and to ensure that students continue to receive quality learning experiences and necessary services and support. For more information regarding the JCC remote learning plan, contact Lori Pritchard at pritchardln@midlandps.org.

Assessing Student Learning, Grading, and Required Assessments

- Grading practices will remain consistent with those established by the school/classroom teacher at the start of the school year. Consideration will be given to students who may not have equitable access to learning opportunities and flexibility provided as needed.
- Student learning and progress will continue to be recorded in eSchoolPlus.
- Best practices regarding formative assessment, student feedback, and summative assessment will be followed in a remote learning environment.
- Any additional questions about required assessments, feedback, assessment of student learning, or grades should be directed to the appropriate classroom teacher or the principal.
- NWEA MAP Growth assessments are based on a continuum of skills in Mathematics and Reading from low skill levels to high skill levels. MAP assessments help teachers identify the instructional level of the student and also provide context for determining where each student is performing in relation to local or state standards and national norms. NWEA MAP Growth is utilized grades Developmental Kindergarten (DK)-8 for math and grades 1-8 for reading. MAP Reading Fluency is used in Developmental Kindergarten and Kindergarten. Remote testing will occur with provided guidance.

Attendance & Required Documentation

During Remote Learning student participation is expected and attendance records will be maintained. The below information reflects 2020-2021 information about student attendance during the pandemic.
- Evidence of two way communication must be kept for audit documentation
- Attendance Requirements
    - Attendance for MPS Virtual Courses

Navigating Remote Learning - Expectations, Guidelines, and Tips for Teachers

Instructional Guidelines	- Provide both synchronous (live in real time) and asynchronous learning opportunities as possible and appropriate. - Teachers will use Canvas as the main platform. - Other digital tools are at the teacher's discretion as long as they abide by Board of Education policy, State Law, and Federal Law, including, but not limited to, CIPA, COPPA, FERPA, and HIPAA. - Follow the guidelines for time and schedule provided by the district. - Ensure that differentiation is provided to meet all students' needs and promote equitable access - (consider choice activities for demonstration of content knowledge, smaller assignment chunks, text to speech, etc.). - Consider how to use gradual release of responsibility to enhance learning. - Collaborate with your grade level colleagues, interdisciplinary coordinators, and curriculum specialists regularly to plan instruction. - Where possible, provide universal supports for all students.

	● Resources, including best practices for online learning, are available in the Google Shared Drive "Keeping Connected".

The Online Classroom Environment	● Engaging students in online learning is important. Here are some tips.
	● Consider a balance of online and offline learning and the use of "screen time".
	● Teachers will be able to continue working from their classrooms or they can find a quiet place at home from which to work.
	● The background when you hold live sessions or video yourself should be professional-take a close look to ensure the background is appropriate for classroom instruction.
	● Make sure no other household member (i.e. your spouse, your own children) is watching your instruction from your home.
	● Take time to review with students how to interact in the virtual environment.
	    ○ using the chat feature (if you allow this in your meeting)
	    ○ using the mute button
	    ○ actively listening to their classmates
	    ○ exiting the meeting immediately when it is finished by selecting "End Meeting for All Participants"
	● Protect student privacy especially identifying any special services. Remember that families and caregivers may be sensitive about the visibility of their child receiving "extra help"-those sessions can be held in small groups.
	● As a mandated reporter, suspected child abuse or neglect must be reported.
	● Do not record Google Meet meetings involving groups of students; the exception to this is if a teacher is using Google Meet for 1:1 feedback/tutoring session, then teachers are strongly encouraged to record the session and archive the recording in their Google My Drive folder.
	● Be the last one to exit a virtual meeting and be sure to select "End Meeting for All Participants".

Offline Work Guidelines	● For students who are unable to access online digital learning, a comparable offline learning experience **must** be provided. Teachers will collaborate with the principal regarding the logistics of disseminating offline lessons and materials. These students will work exclusively offline. ● For all students, avoid requiring printing from home. For students with digital access, where possible, tasks will be completed on a device or uploaded as a picture. ● Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures and/or making a video. This will help with balancing screen time.
Synchronous Learning Guidelines	● Create situations for students to interact with you and one another. ○ Responses in Canvas as described above ● Synchronous (live in real time) learning opportunities should NOT be recorded. If direct instruction is provided during a synchronous learning session, that same experience must be provided in a different mode to students who did not participate.

	● Sensitivity to student home life is critical. Students may choose not to use video, but teachers should follow up with individual students who are not engaged during synchronous (live in real time) learning times. ● Students should be reminded of video conferencing guidelines and etiquette. ○ Dress code, appropriate location, background, earbuds
Tips for Managing Your Time	● Each of you has different obligations at home, manage your time accordingly by pre-recording instructional videos, posting assignments and grading to accommodate your responsibilities. ● Prioritize your availability for "live" sessions and team meetings according to the school schedule. ● Work with your administrator if you are having difficulty with the transition or the school day schedule. ● Work with your Principal, Coach, Coordinator or Facilitator if you need any support with content, lesson planning, or resources. ● Allow yourself to make mistakes and realize that this is a new experience for all. ● If you're feeling stressed, overwhelmed, or just need to talk, reach out to a colleague or administrator. ● Stay healthy and schedule time to take a walk, run or play a game.

Navigating Remote Learning - Guidelines for Students and Families

Student Online classroom environment	● Monitor Canvas daily as designated by your teacher. ● Establish daily routines for engaging in the learning experiences. ● Identify a space in your home where you can work effectively and successfully without distractions. Sit at a table with a wall (or shower curtain/sheet) behind you, if possible. Try to use a hard surface for your device to make it more stable. ● Be responsible for independent learning and maintain a positive attitude. ● Engage in all learning with integrity and academic honesty. ● Engage with your teacher for regular feedback in Canvas. The feedback method and time needed will be determined by the teacher based on needs. ● Communicate with your teachers if you cannot meet deadlines or require additional support. ● Students are not to record any of the online sessions. ● Comply with school internet safety policies including expectations for online etiquette and with the applicable school's Student Handbook. ○ School dress code, appropriate location such as a table and neutral background ○ Student Technology Acceptable Use Policy and Safety http://go.boarddocs.com/mi/midp/Board.nsf/goto?open&id=B5ZGFT42104A ○ District-Issued Student E-mail Account Policy http://go.boarddocs.com/mi/midp/Board.nsf/goto?open&id=B5ZGFW42104D
Family (Parent/Guardian) -	● Help your student identify a physical space in your home where they can work effectively and successfully without distractions.

Online classroom environment	- Your student's teacher(s) and building administrator(s) will be reaching out to you frequently. It is important for you to watch for these communications. - It is important to take an active role in helping your child process learning. - Establish time for quiet and reflection. - Encourage physical activity and/or exercise while practicing proper distancing. - Remain mindful of your child's stress or worry. - Neither students nor parents are to record any of the online sessions.

Special Education Services

Special Education - Individual Education Plans	In the event MPS must operate in Phase 3 of the Michigan Return to School Roadmap, face to face instructions and services for all students will not be possible. For students with an IEP, a Contingency Learning Plan (CLP) will be developed. The Contingency Learning Plan will inform parents and students of the school's good faith effort to provide as much of the special education, related services, accommodations, modifications or supports from the student's IEP Plan as is safe and practicable during that time.This Contingency Learning Plan will remain in effect until the public health emergency ends or MPS is moved into Phase 4 status. Once MPS is in Phase 4 and school buildings are open for education of students, MPS will fully implement a student's IEP in the traditional school setting. The Contingency Learning Plan will be developed by the student's caseload provider in consultation with the parent/guardian, at least one general education teacher, and any other related service team members of the student. In creating a Contingency Learning Plan, the staff will review the student's IEP Plan in the context of the school's Continuity Learning Plan approved by the Midland County Educational Service Agency (MCESA). A copy of that Continuity Learning Plan can be found on the MCESA website: [http://www.midlandesa.org/]. During the Phase 1-3 delivery of service, a student's Contingency Learning Plan may be reviewed and revised as necessary to provide the student with continued access to curriculum. These provisions will be provided to qualifying students at the Juvenile Care Center and the Midland County Jail.

Additional Services and Programs

504 Plans	- Students receiving accommodations through a 504 plan will continue to receive those accommodations to the extent possible. - Teachers will continue to monitor student progress and communicate with students and families during this time with the intent of meeting student needs. - All questions regarding individual 504 plans should be directed to building principals and the District 504 Coordinator.

Virtual Academy Students	- Students enrolled in the MPS Virtual Academy will continue learning through their existing courses and complete those courses through the existing model. - Virtual Academy students should contact their teacher or learning facilitator for additional guidance.
English Language Learners (ELL)	- Students who qualify for ELL support will continue to receive those defined supports and their learning will be monitored for progress. - Any new students identified as needing supports will collaborate with the ELL Coordinator to determine needed service. - The ELL support staff member and the ELL Coordinator will maintain documentation of supports provided.
McKinney Vento Homeless Services	- Students who qualify for McKinney Vento services will continue to receive services as defined by state and district guidelines. - School staff will continue to identify students who qualify for services and refer them to the MPS McKinney Vento Coordinator to receive services. - MPS will continue to ensure all services are equitable and consider the best interest of the students in eliminating barriers and receiving service.
Meals and Personal Care Items	- MPS will continue to provide breakfast and lunch to students. The MPS Food Schedule can be found here - The Midland County COVID Coalition has been created to meet community-member needs. The online resource hub contains health and wellness information, basic needs, employment opportunities, and education and childcare resources
Disaster Relief	The intermediate district (Midland County Educational Service Agency) will support the district to mobilize disaster relief child care centers

Communication Plan

More than ever, communication is critical among all members of the MPS school community. All involved will strive for communication that is timely, accurate, clear, and concise. While MPS has always promoted two-way communication, our success during this time will be, in part, due to our commitment to keep the lines of communication open. All attempts will be made to reach students and families through multiple communication modes and in their home language. Using familiar means of digital communication will continue to be expected, as will alternative means of communication to meet the needs of all students and families. Modes of communication may include: email, phone, home visits, Superintendent Communique, *Our Schools* quarterly newsletter, *State of the District* annual update, MPS website (www.midlandps.org), school websites, social media, district notification system, community MPS-TV station, and school level newsletters. For all communication, printed copies will be available upon request.

Superintendent to Stakeholders (two-way communication)	- Two-way communication will continue to be welcomed through direct communication and through the MPSConnect feature found on the district website. - Staff will continue to find resources and information in the "Keeping Connected" Google shared drive.

	● Topics of communication will include: implementation of the Phase 3 Plan, expectations about the duration of the closure and reopening, revisions to the plan, and other resources and information that will ensure student success.
Principals to Staff (two-way communication)	● Principals will communicate at least weekly with all staff via email and host regular virtual meetings to provide updates, maintain connection, and assess needs. ● Principals will encourage and provide opportunities for two-way communication with all staff about all aspects of the Plan. ● Staff are encouraged to communicate openly with principals to share needs, concerns, solutions, and positive feedback. _{October}
Principals to Families (two-way communication)	● Principals will communicate weekly with families through existing and familiar digital platforms and through alternative methods that will reach those who are not able to connect. ● Principals will encourage and provide opportunities for two-way communication with families on all aspects of the Plan. ● All attempts will be made to connect with students/families not currently engaged in the school community. ● Families and students are encouraged to maintain open communication with principals and share concerns and feedback.
Teachers to Students & Families (two-way communication)	● Teachers will create methods for families to have two-way communication to provide feedback with consideration of those who are not able to connect through the typical ways. ● Families and students are encouraged to communicate directly with teachers as a first line of communication for information and to share concerns and feedback. ● Teachers will do their best to be responsive to student and family emails with awareness that everyone is working to maintain an appropriate balance of work and home life.

Professional Learning Plan	
The district intends to support staff in their learning as everyone shifts to meet the needs of students through the Plan. As we call on families to be even more engaged partners in student learning, the district will offer optional family learning sessions.	
Phase 1 April 2020	● Strongly encourage engagement in professional learning opportunities, particularly through the district-developed course "Connected Learning - Online/Blended Teacher Training" - SCECHs available to teachers. ● Provide instructional coaching and support for planning learning experiences. ● Provide instructional technology support and coaching. ● Facilitate collaborative planning sessions. ● Host optional family learning sessions to support students in this new remote learning environment.
Phase 2 May - June 2020	● Facilitate collaborative planning sessions. ● Provide ongoing coaching and support for continued development of lessons. ● Provide ongoing instructional technology support and coaching.

	• Additional professional learning will be available to teachers including topics that cover Diversity, Equity, and Inclusion, SEL, and Trauma Informed Practices. • Host optional family learning sessions to support students in this new remote learning environment.
Phase 3 **July - August 2020**	• Focus on student summer learning and preparation to return to school. • Provide self-paced professional learning opportunities using the District's Learning Management System (LMS), Canvas. • Provide and facilitate ongoing targeted learning and guided practice using the Canvas (LMS), with a focus on applying best practices teaching in-person and teaching in a virtual learning environment, including open help sessions. • Provide opportunities for the sharing of best practices, ideas, successes, failures/challenges/opportunities for remote learning. • Analyze student data about assessment results, progress, and wellbeing. • Provide learning opportunities for administrators and staff on trauma-informed practices, social emotional wellbeing, screening and referral process, and building specific practices to support students, families, and staff. • Provide learning opportunities around equity, implicit bias, and culturally responsive teaching as aligned with the DEI Strategy.
Phase 4 **September 2020-** **June 2021**	• Provide and facilitate ongoing targeted learning and guided practice using the Canvas (LMS) with a focus on applying best practices teaching in-person and teaching in a virtual learning environment. • Provide Building Instructional Technology Leader training and support using Canvas (LMS) at the district and building level. • Provide parent and student help guides for Canvas. • Provide opportunities for the sharing of best practices, ideas, successes, and challenges for remote learning. • Analyze student data about assessment results, progress, and wellbeing. • Provide learning opportunities for administrators and staff on trauma-informed practices, social emotional wellbeing, screening and referral process, and building specific practices to support students, families, and staff. • Provide learning opportunities around equity, implicit bias, and culturally responsive teaching as aligned with the DEI Strategy. • Utilize Professional Learning Communities and collaborative sessions to continue learning and capacity building for high quality remote learning.

Mental & Social-Emotional Health
Screening	Our district will implement a mental health screening for all students. The screening tool we use is compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) will provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines. We will utilize the Student Risk Screening Scale (SRSS) assessment. This school based screener will be used to detect externalizing and internalizing behavior patterns and plan additional supports.

Identification and Referral Process	We have established and communicated to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams. Midland Public Schools is committed to creating supportive and responsive learning climates to ensure our students can thrive. We will be paying close attention to the social emotional needs of our students and intentionally setting up environments that foster belonging and community as well as emotional safety and support. Social Emotional Learning skills will be integrated into instructional practices. Data from the screener and other formative assessments (free sample google form) is part of our Student Support System through our MTSS process and informs our implementation of SEL. To supplement our internal counseling services and support, we will continue to enhance our community partnerships so we can provide mental health support to students. Understanding the individual dynamics and needs of our students and their families, it is essential that we keep open lines of communication between school and home as we work together to support our students. Protocols for the identification of at-risk students will be developed and shared with all staff. All staff will understand the protocol for referring students for additional support. ● Student level protocol: We have embedded this work through the following Workflow. As noted in the workflow there are 3 ways (universal screening, selective screening, or a student in crisis) to identify students needing support. ● District level protocol: We have embedded this work through the following MTSS Whole Child Graphic. ● Community-level protocol: We have partnered with our community, specifically, behavioral and mental health providers, to support students and families in need.
Professional Development	MPS will provide staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics. ● Professional Learning Plan (see above on page 21) ● Professional Development Resources
School Coordinators	We have identified our Mental Health liaison, Jeff Jaster (jasterjd@midlandps.org), as the point person to centralize mental health referrals, communications to families/students, and public-facing wellness materials. ● We will utilize our Student Support Specialists, Family Intervention Specialists and School Counselors to assist in coordinating mental health referrals to community providers and communications to families/students at the building.
Comprehensive Crisis Management Plan	Our district maintains a comprehensive crisis management plan that leverages available internal and external community-based resources, which can be activated efficiently as needed for situations such as the loss of a student or staff member. Our Crisis Management Plan will be communicated to all stakeholders and placed on the website.
Wellness Resources	We 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 for quick and easy access. Staff Well-Being Resources Student Well-being Resources
Reporting Protocol	Our district has a reporting protocol for staff to evaluate physical and mental health.

	- In order to ensure that staff are safe both physically and mentally, they will be screened. A Google Form will be used to log answers for staff physical health each day before coming to work. Building and department leaders will regularly check in with teachers and staff to monitor their social emotional and mental wellbeing. - Students will have daily health screenings before getting on the bus or when arriving at school if they do not ride a bus. Teachers will use a system for daily monitoring of student mental health.
Communication Channels for Mental Health & Wellbeing	Midland Public Schools has activated a communication channel for school stakeholders to address mental health concerns resulting from COVID-19*.* - The district will encourage the use of the 211 Call Center. 211 uses data from health and human service agencies to match needs with available resources. Call Center specialists can link or refer directly to an agency or organization that will help with a specific concern. Dial 2-1-1 from any phone to be connected with a trained professional who knows where to get help. 211 Northeast Michigan specialists are available 24 hours a day, 7 days a week to residents of 23 counties in Northeast Michigan. For specific mental health needs, students and families may also access area resources at MiHope Portal at https://www.mihopeportal.com/. A list of local providers can also be found here. - We will provide regular communication to our school community and parents via a variety of channels: district website, email, and our district Communique newsletter. It is important that we provide information about the return to school transition that destigmatizes COVID-19; understanding normal behavioral response to crises; general best practices of talking through trauma with children; and positive self-care strategies that promote health and wellness.

Governance, Budget, and Human Resource Considerations	
Governance	The plan is designed to best meet the needs of our students with attention to social emotional wellbeing, overall safety, and academic learning. Flexibility, patience, creativity, and grace are needed in a remote learning environment. Shared ownership of this plan is necessary as families are critical partners in a remote learning environment. Stakeholder feedback is critical to continuous improvement and will be sought throughout. The workgroup will convene regularly to assess the status of the Plan and make adjustments as needed to improve student success, staff success, health and wellbeing, overall effectiveness, and compliance to MDE requirements.
Budget	MPS is committed to providing, to the extent possible, the resources, materials, technology, and services to ensure that student learning continues and that student needs are met. The district budget reflects expenditures related to preparation and implementation of the Phase 3 Plan.
Human Resources	MPS will work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment.

Safety Protocols & Facilities
Safety Protocols for Remote Learning	Personal Protective Equipment and Hygiene ● Schools are closed for in-person instruction. ● For staff in the school, all safety protocols used in Phase 4 will be maintained. Spacing & Movement ● School buildings may continue to be used by licensed child care providers, if providers follow all emergency protocols identified by the state. ● School employees and contractors are permitted to be physically present in school buildings for the purpose of conducting basic school operations, including remote live instruction, as determined by school administrators. Screening Students ● Schools are closed for in-person instruction. Responding to Positive Tests Among Staff and Students ● Schools are closed for in-person instruction. Food Service, Gathering and Extracurricular Activities ● Schools enact food distribution programs. ● All inter-school activities are discontinued. ● After-school activities are suspended. Athletics ● All athletics are suspended. Cleaning ● Schools are closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order. Busing and Student Transportation ● All student transportation is suspended. ● Busing may be used for meal delivery as needed. Facilities ● Audit necessary materials and supply chain for cleaning and disinfection supplies. ● Continue to maintain schools in good working order to prepare for the subsequent return of students. ● Execute school cleaning and disinfection protocols according to the CDC School Decision Tree. ● Custodial staff are recommended to wear surgical masks when performing cleaning duties. ● ISDs and schools should create a contingency plan to coordinate the use of school buildings for essential actions including elections, food distribution, and child care, particularly for essential workers. ● Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies. Advocate for ISDs to coordinate with LEMPs.