FRAMEWORK FOR SCHOOL SERVICES DURING THE COVID-19 PANDEMIC

Monroe County Educational Center
and Monroe County Transition Center

	Continuum of Service Delivery Options			
	MI Safe Start Phases 1-3	**MI Safe Start Phase 4**	**MI Safe Start Phase 5**	**MI Safe Start Phase 6**
Method of Instruction	❑ Remote Instruction	❑ Whole Group Instruction with PPE ❑ Half Days from September 8-September 30 ❑ Parent Choice for Remote Learning - Students have the option for in-person, consultation, or tele-ancillary services. ❑ Remote Learning for Students Who Exhibit Symptoms ❑ Parents will elect either face to face or remote learning for one marking period using the enrollment form ❑ **Parent decisions are a commitment for one marking period. Decisions cannot be changed unless requested due to change in family status. ❑ ***Rationale: Student (IEP) and family needs considered on an individual basis. A Zone Plan is in place to reduce classroom numbers, increase the ability to use social distancing strategies, and minimize exposure for students and staff, and minimize the potential for and number of crisis situations resulting in close contact between students and staff.	❑ Whole Group Instruction with PPE ❑ Parent Choice for Remote Learning - Students have the option for in-person, consultation, or tele-ancillary services. ❑ Remote Learning for Students Who Exhibit Symptoms	❑ Whole Group Instruction with Limited or No PPE

Instructional Services -What does instruction look like?	❑ Individualized planning meetings with each family. ❑ Pre-recorded instructional videos aligned with Essential Elements. ❑ Electronic access to videos and instructional materials. (identify format: Week at a Glance, Google Classroom, Website?) ❑ Hardcopies of materials provided to parents on a weekly basis. ❑ Daily 1:1 and/or small group instruction through virtual platform (ensure instructional materials are readily available). ❑ Ongoing assessment and monitoring of student growth. ❑ Students have individualized learning materials, ex. sets of visuals, manipulatives, art supplies, etc. ❑ On-going support and collaboration between classroom and ancillary services. ❑ Secure supports for students who are transitioning to postsecondary. ❑ Remain connected with MDE about policies and guidance.	❑ Individualized planning meetings with each family held remotely. ❑ In person instruction or Remote Instruction provided following the school calendar and Michigan Plan for Safe School's Road Map. ❑ Refer to the First 30 days column below ❑ Instruction is aligned with Essential Elements. ❑ Alignment of in person instruction and remote learning. ❑ Classrooms structured to maximize social distancing; use both sides of the classroom, use common areas for classrooms with only one room. ❑ Follow the Zone Plan ❑ Students have individualized learning materials, ex. sets of visuals, manipulatives, art supplies, etc. ❑ Students learn and participate in routines to reinforce hygiene and cleanliness; ex. handwashing, cleaning of their own desk and learning materials. ❑ Daily instructional routines identified to minimize contact outside of classmates; ex. specials come to the classroom, access to common areas minimized, students eat in their classrooms. ❑ Families choosing remote learning have options for in person ancillary services.	❑ Individualized planning meetings with each family held remotely. ❑ In person instruction following the school calendar and Michigan Plan for Safe School's Road Map. ❑ Refer to the First 30 days column below ❑ Instruction is aligned with Essential Elements. ❑ Alignment of in person instruction and remote learning. ❑ Classrooms structured to maximize social distancing; use both sides of the classroom, use common areas for classrooms with only one room. ❑ Follow the Zone Plan ❑ Students have individualized learning materials, ex. sets of visuals, manipulatives, art supplies, etc. ❑ Students learn and participate in routines to reinforce hygiene and cleanliness; ex. handwashing, cleaning of their own desk and learning materials. ❑ Daily instructional routines identified to minimize contact outside of classmates; ex. specials come to the classroom, access to common areas minimized, students eat in their classrooms. ❑ Families choosing remote learning have options for in person ancillary services. ❑ Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and transition services	

Governance -Decision Making Process	Since the initial school closure in March 2020, the MCISD has shown a commitment to engagement and communication with students, families, and staff. In March 2020, we surveyed families regarding their technology needs and purchased devices for 68 families. Two formal surveys have been submitted to families to solicit feedback regarding remote learning and the closure of school buildings: "Parent Survey" focusing on the strengths and weaknesses of our initial remote learning plan, student and parent training needs, and parent suggestions for the plan; and the "Family Wellness Survey" focusing on the mental health needs of our students and families. The MCISD also solicited feedback from staff regarding summer services that helped to develop our voluntary Summer Enrichment Program for students. In addition to surveys, staff solicit feedback from families during weekly communication, and summer staff have directly called parents in the ESY, SCI, and Summer Enrichment programs to get their input regarding the 2020/2021 school year. In June 2020, the MCISD organized a committee of administrators, teachers, ancillary staff, and parents to focus on our Return to School Plan for the upcoming year. This committee has thoroughly reviewed the MDE Return to School Roadmap and has focused on the	Since the initial school closure in March 2020, the MCISD has shown a commitment to engagement and communication with students, families, and staff. In March 2020, we surveyed families regarding their technology needs and purchased devices for 68 families. Two formal surveys have been submitted to families to solicit feedback regarding remote learning and the closure of school buildings: "Parent Survey" focusing on the strengths and weaknesses of our initial remote learning plan, student and parent training needs, and parent suggestions for the plan; and the "Family Wellness Survey" focusing on the mental health needs of our students and families. The MCISD also solicited feedback from staff regarding summer services that helped to develop our voluntary Summer Enrichment Program for students. In addition to surveys, staff solicit feedback from families during weekly communication, and summer staff have directly called parents in the ESY, SCI, and Summer Enrichment programs to get their input regarding the 2020/2021 school year.	Since the initial school closure in March 2020, the MCISD has shown a commitment to engagement and communication with students, families, and staff. In March 2020, we surveyed families regarding their technology needs and purchased devices for 68 families. Two formal surveys have been submitted to families to solicit feedback regarding remote learning and the closure of school buildings: "Parent Survey" focusing on the strengths and weaknesses of our initial remote learning plan, student and parent training needs, and parent suggestions for the plan; and the "Family Wellness Survey" focusing on the mental health needs of our students and families. The MCISD also solicited feedback from staff regarding summer services that helped to develop our voluntary Summer Enrichment Program for students. In addition to surveys, staff solicit feedback from families during weekly communication, and summer staff have directly called parents in the ESY, SCI, and Summer Enrichment programs to get their input regarding the 2020/2021 school year.	

	instructional strategies necessary to engage students during each phase of the MI Safe Start Plan. The district's Return to School Plan will be shared with parents in a variety of ways, including live Zoom meetings in August 2020.	In June 2020, the MCISD organized a committee of administrators, teachers, ancillary staff, and parents to focus on our Return to School Plan for the upcoming year. This committee has thoroughly reviewed the MDE Return to School Roadmap and has focused on the instructional strategies necessary to engage students during each phase of the MI Safe Start Plan. The district's Return to School Plan will be shared with parents in a variety of ways, including live Zoom meetings in August 2020. After sharing the final Return to School Plan with parents in August, parents will be given an opportunity to enroll in each option for schooling during Phases 4 and 5.	In June 2020, the MCISD organized a committee of administrators, teachers, ancillary staff, and parents to focus on our Return to School Plan for the upcoming year. This committee has thoroughly reviewed the MDE Return to School Roadmap and has focused on the instructional strategies necessary to engage students during each phase of the MI Safe Start Plan. The district's Return to School Plan will be shared with parents in a variety of ways, including live Zoom meetings in August 2020. After sharing the final Return to School Plan with parents in August, parents will be given an opportunity to enroll in each option for schooling during Phases 4 and 5.	

First 30 Days of Instruction -This consists of a half day schedule for the first 30 days	❑ Individualized Family Planning Meetings ❑ Student Training and Coaching ❑ Parent/Family Training and Coaching ❑ Utilize district assessments to capture baseline data to measure student growth over time. ❑ Assess students for baseline data regarding current IEP goals and objectives. ❑ Prioritize engagement for all students.	❑ Establish new routines related to the use of PPE and new routines related and policies related to COVID 19 ❑ Develop daily hygiene instruction and plan for student use and storage of materials and supplies with cleaning routines embedded within the routine ❑ Collect student present level of performance to establish a baseline ❑ Establish mental health supports for students and families ❑ Mental Health Resources ❑ Identify students who need Tier 2 and Tier 3 interventions for a successful return to the school building ❑ Focus on classroom and ancillary staff collaboration ❑ Provide classroom and remote instruction that creates a learning environment where students are exposed to consistent Essential Elements, therapies and supports ❑ Develop a consistent platform for sharing of resources to support learning	❑ As routines adjust during the transition into phase 5, students will need instruction on the changes in routine, use of PPE and daily hygiene procedures ❑ Maintain a system to continually monitor student progress and adjust interventions to meet student needs ❑ Maintain relationships and connections with students and families ❑ Maintain instruction for consistency and in preparation of a flow in and out of other phases depending on the health status of the school and surrounding community	

Ancillary Services	❑ All services are provided remotely in collaboration with families and classroom staff. ❑ Focus on transferable skills that can be implemented at home and in school.	❑ Ancillary services will be delivered in a manner that minimizes student travel throughout the building and cross contamination of students from multiple classrooms. ❑ To the greatest extent possible, services should be delivered in the student's classroom or remotely. ❑ Decisions to serve students in a therapy room will be made with discretion and on an individual basis. In these cases, students will be served individually, and the area will be sterilized between students. ❑ APE services will be delivered in a designated area on the playground when weather permits or be delivered in the students' classroom. ❑ To the greatest extent possible, ancillary staff will organize their schedule in a manner that minimizes their contact to one building zone per day. ❑ Students who are receiving in person ancillary services only (drop in/off the street) should be served in a designated area.	❑ Ancillary services will be delivered in a manner that minimizes student travel throughout the building and cross contamination of students from multiple classrooms. ❑ To the greatest extent possible, services should be delivered in the student's classroom or remotely. ❑ Decisions to serve students in a therapy room will be made with discretion and on an individual basis. In these cases, students will be served individually, and the area will be sterilized between students. ❑ APE services will be delivered in a designated area on the playground when weather permits. ❑ To the greatest extent possible, ancillary staff will organize their schedule in a manner that minimizes their contact to one building zone per day. ❑ Students who are receiving in person ancillary services only (drop in/off the street) should be served in a designated area.	

Spacing and Movement -Physical Environment	❑ Schools are closed for in-person instruction. ❑ School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, as determined by school administrators. ❑ Employee Policy	❑ The district has created a plan for social distancing and prevention of the spread of contagious diseases. This plan covers a variety of policies and procedures regarding spacing and movement throughout the school buildings and MCISD campus for students, staff, and parents. Plan for Social Distancing and Preventing the Spread of Contagious Diseases Transportation and Building Traffic Flow Map - Educational Center Transportation and Building Traffic Flow Map - Transition Center Visitor Policy Procedures for Parent/Guardian Drop off and Pick Up of Students	❑ The district has created a plan for social distancing and prevention of the spread of contagious diseases. This plan covers a variety of policies and procedures regarding spacing and movement throughout the school buildings and MCISD campus for students, staff, and parents. Plan for Social Distancing and Preventing the Spread of Contagious Diseases Transportation and Building Traffic Flow Map - Educational Center Transportation and Building Traffic Flow Map - Transition Center Visitor Policy Procedures for Parent/Guardian Drop off and Pick Up of Students	

Technology Needs Students Staff	The Educational Center, Transition Center, and Out County MOCI Administration worked with the Instructional Technology Department to develop a process for managing technology for students and staff. Technology Process	The Educational Center, Transition Center, and Out County MOCI Administration worked with the Instructional Technology Department to develop a process for managing technology for students and staff. Technology Process	The Educational Center, Transition Center, and Out County MOCI Administration worked with the Instructional Technology Department to develop a process for managing technology for students and staff. Technology Process	
Illness Policy	Students not present in school buildings.	The health and safety of students and staff is a top priority. The MCISD student illness policy has been updated to reflect policies specific to COVID-19. Illness Policy MCISD Student Health Screening Survey	The health and safety of students and staff is a top priority. The MCISD student illness policy has been updated to reflect policies specific to COVID-19. Illness Policy MCISD Student Health Screening Survey	
Facilities and Cleaning	Students not present in school buildings.	The MCISD will follow all of the required, strongly recommended and recommended cleaning protocols in all phases of the Michigan Return to School Roadmap. Cleaning Protocols Educational Center, Transition Center and Out County MOCI	The MCISD will follow all of the required, strongly recommended and recommended cleaning protocols in all phases of the Michigan Return to School Roadmap. Cleaning Protocols Educational Center, Transition Center and Out County MOCI	

Personal Protective Equipment	❑ Schools are closed for in-person instruction	**Staff PPE** ❑ Secure supply of necessary PPE. ❑ 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 contact Betsy Taylor at 734-322-2640 or elizabeth.taylor@monroeisd.us . Any staff member who is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering. ❑ All staff members having direct contact with students will wear the following PPE if able to medically tolerate it: • cloth face mask • face shield/eye protection • gloves • Optional: gown	**Staff PPE** ❑ Secure supply of necessary PPE. ❑ 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 contact Betsy Taylor at 734-322-2640 or elizabeth.taylor@monroeisd.us . Any staff member who is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering. ❑ All staff members having direct contact with students will wear the following PPE if able to medically tolerate it: ❑ cloth face mask ❑ face shield/eye protection ❑ gloves ❑ Optional: gown ❑ Staff members performing high risk procedures such as supporting students with aerosolized personal care procedures and caring for students with symptoms of COVID 19 will wear the following PPE: ❑ N95 face mask ❑ face shield/eye protection ❑ gloves ❑ gown ❑ Homemade facial coverings must be washed daily.	

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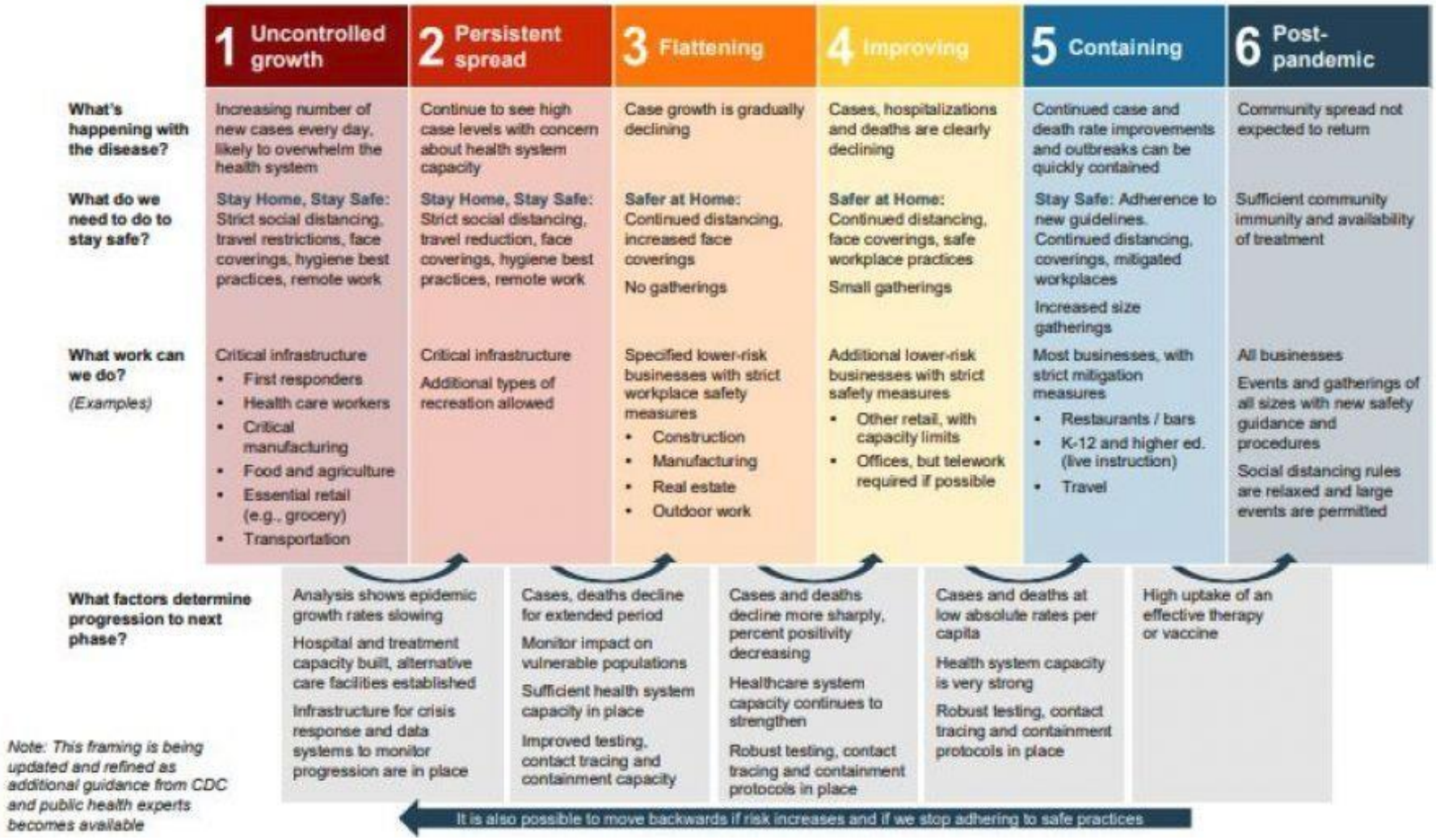
Communication Protocol	During these unprecedented and unpredictable times, it may be necessary to close an individual classroom, portion of our building, or school on short notice. These closures could last for one or more days depending on the situation and directives by the state or Department of Education. The school will send communications to families as quickly as possible and through as many modes of communication as possible. Communication may be sent in the following ways: fliers, letters, the Honeywell Instant Alert System, School Facebook page, classroom communication systems, an/or parent email lists.	During these unprecedented and unpredictable times, it may be necessary to close an individual classroom, portion of our building, or school on short notice. These closures could last for one or more days depending on the situation and directives by the state or Department of Education. The school will send communications to families as quickly as possible and through as many modes of communication as possible. Communication may be sent in the following ways: fliers, letters, the Honeywell Instant Alert System, School Facebook page, classroom communication systems, and/or parent email lists.	During these unprecedented and unpredictable times, it may be necessary to close an individual classroom, portion of our building, or school on short notice. These closures could last for one or more days depending on the situation and directives by the state or Department of Education. The school will send communications to families as quickly as possible and through as many modes of communication as possible. Communication may be sent in the following ways: fliers, letters, the Honeywell Instant Alert System, School Facebook page, classroom communication systems, and/or parent email lists.	
Mental Health Supports Staff Students Families Collaboration with Outside Resources	❑ The building social worker and school psychologist will work collaboratively with the MCISD Mental Health Team to implement screening and support for students, families, and staff during all phases of the MI Safe Start Plan. ❑ The MCISD will utilize a three-tiered system of support to identify and provide resources to students with the greatest need. ❑ MCISD administration and staff will work collaboratively to identify and provide necessary training and resources for supporting students, families, and staff.	❑ The building social worker and school psychologist will work collaboratively with the MCISD Mental Health Team to implement screening and support for students, families, and staff during all phases of the MI Safe Start Plan. ❑ The MCISD will utilize a three-tiered system of support to identify and provide resources to students with the greatest need. ❑ MCISD administration and staff will work collaboratively to identify and provide necessary training and resources for supporting students, families, and staff.		

Food Service	❑ Schools enact food distribution programs. ❑ All inter-school activities are discontinued. ❑ After-school activities are suspended.	Cafeteria Procedures	Cafeteria Procedures	

Parent Transport and Bus Transportation Procedures	Students not in session.	**Bus Transport** Collaborate with local district transportation staff regarding student transportation procedures and staff training needs. Transportation and Traffic Flow Plan Transportation and Traffic Flow Map **Parent Transport** Procedures for Parent/Guardian Drop off and Pick Up of Students	**Bus Transport** Collaborate with local district transportation staff regarding student transportation procedures and staff training needs. Transportation and Traffic Flow Plan Transportation and Traffic Flow Map **Parent Transport** Procedures for Parent/Guardian Drop off and Pick Up of Students	

Gatherings, Extracurricular Activities, and Athletics	• All inter-school activities are discontinued. • After-school activities are suspended. • All athletics are suspended.	❑ School activities and events will be provided in a virtual or hybrid format to the greatest extent possible. ex. virtual open house, hybrid recognition assembly that is in person with individual students and recorded for family viewing, and virtual Family Fun Nights. ❑ Prohibit indoor assemblies that bring together students from more than one classroom. ❑ Large scale assemblies of more than 50 students are suspended. ❑ Off-site field trips that require bus transportation to an indoor location are suspended. ❑ Recess should be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students should wear facial coverings. ❑ All equipment must be disinfected before and after use.	❑ School activities and events will be provided in a virtual or hybrid format to the greatest extent possible. ex. virtual open house, hybrid recognition assembly that is in person with individual students and recorded for family viewing, and virtual Family Fun Nights. ❑ Prohibit indoor assemblies that bring together students from more than one classroom. ❑ Large scale assemblies of more than 50 students are suspended. ❑ Off-site field trips that require bus transportation to an indoor location are suspended. ❑ Recess should be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students should wear facial coverings. ❑ All equipment must be disinfected before and after use.	

Medically Vulnerable Students and Staff	Schools are closed for in-person instruction.	❑ Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19. Educational decisions should be made on an individual basis between schools and families.	❑ Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19. Educational decisions should be made on an individual basis between schools and families.	
Professional Learning	❑ Create a plan for professional learning and training, with goals to: ❑ Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education. ❑ Train school leaders, educators, and parents on technology to support student learning. ❑ Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging ❑ Foster collaboration between educators to meet the ongoing needs of the students.	❑ Create a plan for professional learning and training, with goals to: ❑ Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education. ❑ Train school leaders, educators, and parents on technology to support student learning. ❑ Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging ❑ Foster collaboration between educators to meet the ongoing needs of the students.	❑ Create a plan for professional learning and training, with goals to: ❑ Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education. ❑ Train school leaders, educators, and parents on technology to support student learning. ❑ Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging ❑ Foster collaboration between educators to meet the ongoing needs of the students.	


1 Uncontrolled growth
2 Persistent spread
3 Flattening
4 Improving
5 Containing
6 Post-pandemic
What's happening with the disease?
Increasing number of new cases every day, likely to overwhelm the health system
Continue to see high case levels with concern about health system capacity
Case growth is gradually declining
Cases, hospitalizations and deaths are clearly declining
Continued case and death rate improvements and outbreaks can be quickly contained
Community spread not expected to return
What do we need to do to stay safe?
Stay Home, Stay Safe: Strict social distancing, travel restrictions, face coverings, hygiene best practices, remote work
Stay Home, Stay Safe: Strict social distancing, travel reduction, face coverings, hygiene best practices, remote work
Safer at Home: Continued distancing, increased face coverings
No gatherings
Safer at Home: Continued distancing, face coverings, safe workplace practices
Small gatherings
Stay Safe: Adherence to new guidelines. Continued distancing, coverings, mitigated workplaces
Increased size gatherings
Sufficient community immunity and availability of treatment
What work can we do?
(Examples)
Critical infrastructure
• First responders
• Health care workers
• Critical manufacturing
• Food and agriculture
• Essential retail (e.g., grocery)
• Transportation
Critical infrastructure
Additional types of recreation allowed
Specified lower-risk businesses with strict workplace safety measures
• Construction
• Manufacturing
• Real estate
• Outdoor work
Additional lower-risk businesses with strict safety measures
• Other retail, with capacity limits
• Offices, but telework required if possible
Most businesses, with strict mitigation measures
• Restaurants / bars
• K-12 and higher ed. (live instruction)
• Travel
All businesses
Events and gatherings of all sizes with new safety guidance and procedures
Social distancing rules are relaxed and large events are permitted
What factors determine progression to next phase?
Analysis shows epidemic growth rates slowing
Hospital and treatment capacity built, alternative care facilities established
Infrastructure for crisis response and data systems to monitor progression are in place
Cases, deaths decline for extended period
Monitor impact on vulnerable populations
Sufficient health system capacity in place
Improved testing, contact tracing and containment capacity
Cases and deaths decline more sharply, percent positivity decreasing
Healthcare system capacity continues to strengthen
Robust testing, contact tracing and containment protocols in place
Cases and deaths at low absolute rates per capita
Health system capacity is very strong
Robust testing, contact tracing and containment protocols in place
High uptake of an effective therapy or vaccine
Note: This framing is being updated and refined as additional guidance from CDC and public health experts becomes available
It is also possible to move backwards if risk increases and if we stop adhering to safe practices

The Monroe County Intermediate School District

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The Monroe County Intermediate School District does not discriminate on the basis of religion, race, color, national origin, sex, disability, age, height, weight, marital status or familial status in its programs, activities or in employment. The following person has been designated to handle inquiries regarding the non-discrimination policies: Elizabeth J. Taylor, Assistant Superintendent for Human Resources and Legal Counsel, 1101 S. Raisinville Road, Monroe Michigan 48161; Telephone: 734.322.2640.