



# DPSCD Reopening Plan

JULY, 2020

*Questions? See our FAQ or contact [info.reopen@detroitk12.org](mailto:info.reopen@detroitk12.org)*

## Overview

DPSCD (Detroit Public Schools Community District), like other school districts, organizations, and businesses will gradually reopen for more in-person work, services, and instruction, all while working to ensure the safety of students, staff, and family members. Our chief goal is for offices and school buildings to be “COVID-Free” environments by requiring COVID-19 testing of adults, establishing consistent on-site safety precautions that are regularly monitored, as well as relying on flexible arrangements like staggered scheduling, telecommuting, and virtual learning to supplement the work we would normally do in person.

## Guiding Principles

Decisions about reopening are all guided by the latest recommendations provided by the Centers for Disease Control (CDC) orders from state and local governments, as well as consultation with healthcare professionals. The day-to-day status of COVID-19 cases will likely fluctuate in the coming months and continue to vary from region to region. This means that while we cannot predict with certainty what the COVID-19 cases in Detroit will look like in 1, 3, or 6 months, we can rely on a series of guiding principles to help us make decisions, evaluate those decisions, and adjust as necessary.

At the same time, we will not lose sight of our District strategic plan and its priorities and goals, as articulated in the [Blueprint 2020 Strategic Plan](#). The following guiding principles will be considered as we make decisions about reopening. When faced with a strategic decision and challenge, we will consider how to:

1. *Ensure the health and safety of students, families, and staff by adhering to public health recommendations*
2. *Focus on continuing to raise student achievement by developing student-centric and family focused learning pathways, face to face or online learning, that meet the individual needs of students and families in a limited resource environment while still addressing the Whole Child*
3. *Comply with local, state, and federal laws and regulations*
4. *Maintain fiscal responsibility and a balanced budget*
5. *Collect and review up-to-date data and information from stakeholders to revisit plans as needed*

## Michigan Context

As is the case throughout the country, decisions about reentry and reopening are highly dependent on state and local policies, orders, and guidance. In Michigan, Governor Whitmer has indicated that she is committed to reopening schools in the fall and the final recommendations from her “Return to Learning” advisory council reaffirmed that commitment. This final plan addresses the requirements of the Return to Learning advisory council.

## Likely Realities and Constraints

Our current situation may seem unpredictable; however, we believe that there are likely realities that our staff, students, and families can anticipate. Some of those realities help our plans to reopen, while others may make it more challenging and constrain our efforts. It is important as we plan for everyone to be on the same page about what is expected so we can focus our effort on the most likely circumstances, while still ensuring that we plan for the various “what if” scenarios.

1. The virus will not disappear by September, but its level of spread may change. COVID-19 will be present throughout the summer and fall, although the size and localization of the outbreak is to be determined and may change as businesses and communities reopen. While it appears that the work done in Michigan this spring to mitigate the spread has had a positive effect on the number of cases across the state, cases are already increasing this summer. Knowing that the number of cases is not a fixed amount, the District will remain committed to adjusting its approach based on the reality of the virus’ spread in the region and will adhere to state health requirements.

2. The availability of COVID-19 testing will improve, but a vaccine is likely not to be widely available soon. The capacity for COVID-19 testing is improving by the week and can likely support all students and staff being tested by September, but it is unclear how frequently re-testing can occur, or when anti-body tests will be available at scale. The City of has announced that all residents of Southeast Michigan can obtain a test without a prescription at the existing drive-through testing sites. The Equal Employment Opportunity Commission has issued guidance indicating that employers can require COVID-19 testing of employees.
3. Students will have opportunities for summer learning. Students will have access to virtual summer learning enrichment and course recovery, and some small groups will be able to attend in-person summer school. Both teachers and parents have expressed support for both in-person and virtual summer school options, and we know it is a critical that students continue learning over the summer and have safe and structured activities to participate in.
4. Schools will open for in-person learning in September. Students will begin returning to school after Labor Day and in-person instruction will be offered in schools. It is likely, however, that schedules, classroom spaces, and day-to-day operations will be adjusted to allow for social distancing and smaller groupings. As long as the state recognizes online learning as a full FTE then the district is willing and prepared to offer the opportunity to parents and families who are not comfortable with returning to face to face instruction.
5. Virtual instruction will expand. Even with schools opening in September for in-person instruction, DPSCD will continue to offer virtual learning to students, including expanded live instruction and additional course options. In addition, all students will have access to a laptop device and internet connectivity through the Connected Futures initiative, allowing for widespread use of online learning. These options, however, are predicated on the state providing districts more flexibility regarding instructional days, seat time, and FTE.
6. Current state policies and regulations do not allow for at scale virtual learning easily. There are not yet changes to how student attendance, including how attendance is used to drive per pupil revenue, can be done at scale in an equitable way. Clarity from the state on how this can be achieved is necessary to be able to fine tune what virtual learning looks like.
7. Funding is limited. Revenue projections show that there are short-term to medium-term budget cuts necessary for public education over the next two years. The District has maintained a fiscally responsible budget over the last three years and may have access to short-term, one-time funds to weather reductions in funding without major programmatic changes, but we should be clear that funding is, at best, lower than usual while the demand for new school programming and instructional models are necessary.

## Development of Our Reopening Plan

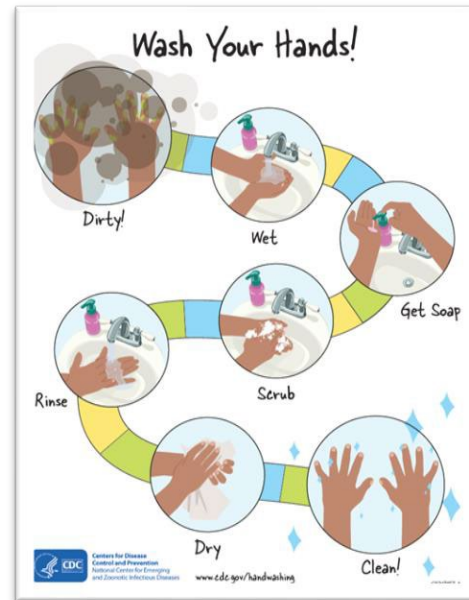
The District's reentry will take ongoing coordination and collaboration across all District departments, schools, and stakeholders. To ensure decisions are being carefully considered and recommendations vetted, the District relied on current medical best practices released by the Centers for Disease Control (CDC), American Federation of Teachers (AFT) and other organizations (complete list and links to plans below). The plan was also vetted with the School Board and was revised based on feedback from stakeholder engagement sessions and survey data collected after the release of the draft plan.

## Monitoring and Accountability

As the District establishes safety guidelines for practices such as COVID-19 testing, temperature checks, social distancing, mask wearing, regular disinfecting, and limiting group gatherings, we will create ways for students, staff, and families to share feedback and report issues that may be unsafe. Concerns about reopening can be shared via a dedicated inbox [info.reopen@detroitk12.org](mailto:info.reopen@detroitk12.org). In addition, any questions or concerns related to Operations (especially cleanliness, bathroom supplies, etc.) can be submitted via phone at 313-578-7018. Any concerns shared will be responded to within 24 hours by the appropriate department/team and a weekly status report of issues will be provided to the School Board for review.

## Promoting Healthy Habits

At each phase of the plan, the District will be placing appropriate signage and markings throughout offices and buildings to remind employees, students, families, and visitors (when allowable) to maintain social distancing, wash hands adequately, wear masks, etc. The Centers for Disease Control and other public health outlets have made several signs available and the community should expect to see signs throughout DPSCD spaces.



## Personal Protective Equipment (PPE)

In addition to following guidance around regular hand washing, hand sanitizing, daily cleaning and disinfecting of high-touch surfaces, and encouraging social distancing, the District plans to procure and distribute personal protective equipment for students and staff to use when in buildings. This equipment will include reusable masks for all students and staff, reusable face shields for instructional staff to use while teaching, KN95 masks for first responders, gloves and face shields for specific specialized staff groups, and additional items like gowns for nursing and health team members. Guidance will be provided to staff regarding the specific PPE that is expected for them based on their role and responsibilities. All PPE will be purchased centrally and delivered to locations before students and staff return to school and work. The District also plans to purchase a limited supply of back-up materials; however, it is the expectation that any visitors or volunteers provide their own masks if/when they are in buildings and that students and staff wash and reuse any purchased cloth masks.

In addition to PPE, the District will purchase a supply of disinfectant wipes, and set up portable hand sanitizer dispensers for use in classrooms and high traffic areas. In addition, the Operations team will install plexiglass barriers at reception desks.

## Daily Health Questionnaire

The District has launched an electronic method to collect daily information from employees about their readiness to attend work in person (through a basic web app). If the employee answers "yes" to any of the questions in the app, then they will receive a message indicating they are not to report to work and to seek the appropriate medical attention. Information about daily work readiness (e.g. ready/not ready) will be maintained centrally and may be provided to supervisors without disclosing specifics of the

survey responses. Employees unable to complete the survey electronically before work will be required to complete a similar checklist upon arrival to a District location.

The daily entry survey will ask the following questions (questions may be adjusted to align with changing public health guidance as necessary):

1. Are you currently experiencing any of the following symptoms unrelated to a known preexisting condition (e.g. asthma, allergies)?
  - a. Fever or chills
  - b. Cough
  - c. Shortness of breath or difficulty breathing
  - d. Fatigue
  - e. Muscle or body aches
  - f. Headache
  - g. New loss of taste or smell
  - h. Sore throat
  - i. Congestion or runny nose
  - j. Nausea or vomiting
  - k. Diarrhea
  - l. I am not experiencing any symptoms
  
2. Have you been in close contact (within 6 feet for 15+ minutes) with someone who has a confirmed case of COVID-19 or has exhibited symptoms of COVID-19? (Yes/No)

## The Data and Information Guiding Our Decisions

The District keeps a close watch on the development of public health recommendations, state and local guidance, and the information shared by our own families and employees. Our families and staff tell us that reentering workspaces and schools is possible so long as appropriate safety measures are in place. We plan to continue collecting information from our community of students, families and staff to inform school-by-school reopening plans as we approach the Fall.

### Parents

In a spring survey of nearly 4000 parents, 48% reported they were interested in sending their students to face-to-face summer school so long as appropriate safety precautions are in place and 61% of parents report that they were prepared to send students back to school face-to-face in September provided safety precautions are taken. Summer school enrollment numbers showed this was largely true with roughly 50% of families opting for an in-person experience and the other 50% opting for virtual. As families return to work outside of home, the return to face to face instruction is a necessity for some families, community, and economy. For many students, too much learning is being lost through a “one size fits all” online learning model. In the ideal situation, we will allow parents to decide if their students attend face to face instruction or participate through distance/online learning this summer and/or fall. State policy and guidelines will need to allow this flexibility in the fall for this to occur.

Summer learning registration topped 4000 students with roughly half signing up for virtual and the other half for in-person learning.

### Staff

An interest survey for summer school learning options was made available to all teaching staff with more than 1/3 (over 1300) teachers responding. Teacher preference mirrored those of parents with roughly 50% of teachers indicating they are open to conducting face-to-face instruction during the summer provided safety precautions are in place, with the other 50% willing to conduct virtual learning for students. In the actual summer school sign up for staff, over 400 teachers indicated a preference for virtual with roughly 300 indicating they preferred face-to-face or did not have a preference. The actual summer school

applications reflected similar numbers with more than 250 teachers indicating their desire to teach face-to-face and more than 400 signing up for virtual instruction.

## Stakeholder Engagement

This plan was informed by feedback from various stakeholders, including students, families, employees, and community members, and labor groups. Survey data and townhall feedback with parents, students, community members, and staff led to enhancements in this plan and the District is committed to ongoing engagement with stakeholders to flesh out additional detail as we move into future phases. In addition, individual schools will engage their students, families and staff to determine how exactly reopening will look in their schools and which scheduling options make the most sense.

## External Recommendations and Guidance

This plan and the recommended procedures are designed to align with the most comprehensive guidance released to date. We are relying on a variety of sources of inspiration, and specifically aligning our plan with:

- The State of Michigan's [Safe Start Plan](#), which outlines various stages of response and what needs to happen with the virus to move from one stage to the next
- Guidance released by the [Centers for Disease Control](#) (CDC) for schools
- Occupational Safety and Health Act (OSHA) [Guidance on Preparing Workplaces for COVID-19](#)
- Recommendations in the American Federation of Teachers (AFT) [Plan to Safely Reopen America's Schools and Communities](#)

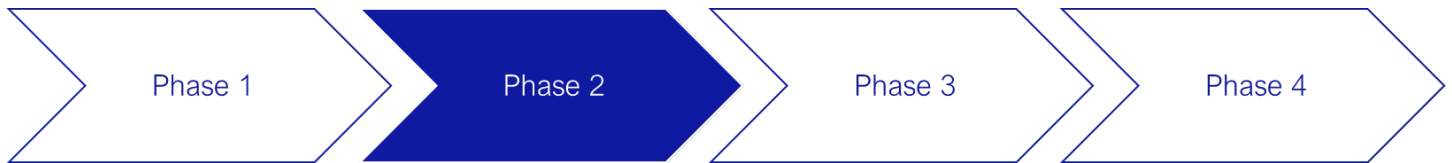
## 4 Phases of Reopening

Our reopening will occur in 4 phases. Additional detail on each phase is shared in the following pages.



	Phase 1	Phase 2	Phase 3	Phase 4
<b>Covid-19</b>	Flattening, but the overall case number is moderate	Declining sharply, with cases contained quickly	Diminished with absolute rates of cases low	Cases shown to be consistently low, testing available to all
<b>MI "Safe Start" Stage</b>	Stage 3 "Flattening" / Stage 4 "Improving"	Stage 4 "Improving"	Stage 4 "Improving" / Stage 5 "Containing"	Ste 5 "Containing"
<b>Mitigation</b>	Covid-19 testing available to all essential workers Social Distancing Daily cleaning	Negative Covid-19 test required for all in-person staff with daily check-in procedures for staff Social Distancing Daily cleaning	Negative Covid-19 test required for all in-person employees and daily check-in procedures for all students, staff and visitors Social Distancing Daily cleaning	Negative Covid-19 test required for all employees and daily check-in procedures for all students, staff and visitors Social Distancing Daily cleaning
<b>Students</b>	Distance learning	Distance learning	Summer enrichment and course recovery	Learning in hybrid in-person and virtual settings, based on school needs
<b>Staff</b>	Telecommuting except for essential workers	Central office and school buildings open. Administration and clerical staff return. Telecommuting an option to maintain social distancing in specific situations.	Summer school staff return and support small summer class sizes	All staff returning to work and maintaining social distancing, limiting large gatherings
<b>Timeline</b>	May	June 22 – July 6 <sup>th</sup>	July 13 <sup>th</sup> – August 6 <sup>th</sup>	August 17 <sup>th</sup> - September

Students Rise. We All Rise.



## Phase 2 (June 22<sup>nd</sup> – July 6<sup>th</sup>)

Phase 1 refers to the period before we started to reopen and return to in-person work across the District. In Phase 2, the number of positive cases in Detroit has declined sharply and remains low and the Michigan “Safe Start Plan” is in the “Improving” phase, moving into the “Containing” phase as cases reach low absolute rates. This allows for the reopening of businesses with strict safety and mitigation measures in place. Small gatherings are permissible, with the allowable size of those gatherings growing as cases maintain low levels.

Much of the work essential for the District to prepare for summer school and the 2020-2021 school year is in-person work that cannot efficiently or effectively be done remotely. As such, the District reopens for in-person work in central offices and for 12-month employees. COVID-19 testing is required before employees come to work initially and all employees will participate in training on COVID-19 risk factors, mitigation measures, and District-specific protocols for how to stay safe.<sup>1</sup> This training will be expanded in future phases and will be required for students. The training will be expanded to parents through the Parent Academy. In alignment with the most recent CDC guidance on school reopening, training topics will include (but are not limited to):

- Healthy hygiene practices including:
  - hand washing throughout the day
  - how to responsibly wear face coverings
- Maintaining clean workspaces through cleaning, disinfecting, and proper ventilation
- Social distancing best practices
- Limiting the sharing of materials

### *Testing and Training:*

*Starting in phase 2, all staff will be required to have a negative COVID-19 viral test 1-14 days prior to returning to work. Testing sites and information on how to schedule an appointment were shared directly with District staff. Evidence of a negative test for COVID-19 must be shared with Human Resources prior to returning to work. Tests are free of charge and can be completed without a prescription for any Southeast Michigan resident through the City of Detroit drive-through test centers.*

*In addition, all staff will be required to submit to daily health screenings confirming they do not have COVID-19 symptoms prior to coming to work.*

## District Offices

District offices reopen for in-person work, with telecommuting available on a case-by-case basis to ensure that work can be conducted safely. Each department/office lead will work with the Operations team to ensure schedules and physical space are conducive to necessary in-person work. Specifically, this may mean:

- Staggered work hours (e.g. some staff working 7:00 to 3:00, others working 10:00 to 6:00)

<sup>1</sup> The United States Equal Employment Opportunity Commission has issued guidance establishing that employers can require employees to be tested for COVID-19 before returning to work.



- Alternating work schedules (e.g. staff group A in the office during week 1, while staff group B telecommutes, switching during week 2)
- Adjustment of seating and desks, when necessary, to allow for staff to maintain a six-foot distance when completing work
- Markings and signage on floors and walls ensuring that staff remain six feet apart when waiting to enter the office, standing in line for elevators, etc.
- Limited capacity in elevators
- Installation of physical barriers (e.g. plexiglass) between cubicles where no barrier exists and at reception desks
- Strict daily protocols for entering office space including:
  - Attesting to not having any related COVID-19 symptoms via an electronic survey/web app
  - Confirming normal temperatures (through self-administered temperature checks or site-based forehead thermometer readers)
  - Hand sanitizing and regular hand washing when entering and throughout the day
  - Required wearing of face coverings in areas where maintaining six feet of distance is not possible
- Required approval for any visitors
- Required face coverings for anyone in DPSCD buildings
- Open windows and increased ventilation to circulate air in office areas
- Daily cleaning of offices, with high-touch surfaces disinfected

## Schools

School buildings will begin to open in a limited fashion for critical operations such as the ongoing food distribution, picking up personal belongings, receiving devices, receiving deliveries, preparing for summer learning, completing building upgrades and improvements, etc. Should students need to retrieve belongings, specific instructions about how and when to retrieve those will be communicated from individual school administrators. Visitors will not be permitted at school sites during this phase, except for food distribution and device deployment volunteers.

As is the case for central office staff, those in school buildings must receive a negative COVID-19 test result and complete a daily health screening indicating that they do not have any COVID-19 related symptoms. Daily temperature checks will also be required.

## Extracurricular Activities and Athletics

Based on the state's "Improving" stage, small group programming will be allowable, but safety precautions must be taken to ensure students and staff are safe. Small group extracurricular programming can take place where social distancing is possible. This includes summer enrichment activities including academics, arts, and athletics. For athletics, meetings/workouts should be conducted at safe distances, and outdoors, where possible. Students and staff will be expected to wear face coverings when physical distancing is not possible.

Specifically, this means:

- Coaches and sponsors will need to be COVID-19 tested before supervising activities
- Daily forehead temperature checks and symptom assessments must be taken for adults and students
- Any confirmed cases during activities must be reported to all participants to encourage COVID-19 testing and self-quarantine, as necessary



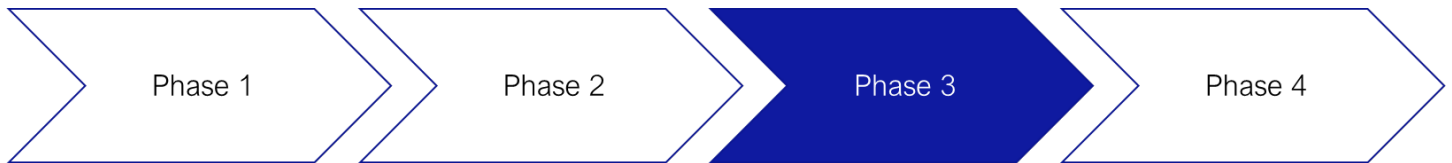
*What if a positive case of COVID-19 is confirmed while staff are at work in phase 2?*

*The District will follow CDC guidance on what to do when employees exhibit symptoms and when a case is suspected/confirmed and will continue to work directly with public health officials to determine appropriate next steps after a confirmed case.*

*Public health officials will assist with developing a recommended next step based on the level of potential exposure. Employees will be notified if they have been in close contact with a confirmed case and will be directed to self-isolate and monitor themselves for potential symptoms. Employees who were not exposed to a confirmed case may continue to work and monitor themselves for symptoms.*

*In the event of confirmed case, the District may close off portions of/an entire office area for a period of 24 hours and allow for additional cleaning/disinfecting before reopening.*

*Before returning to work in person, anyone who has tested positive for COVID-19 must receive clearance from a physician before returning to work.*



## Phase 3 (July 13<sup>th</sup> – August 6<sup>th</sup>)

In Phase 3, it is expected that the number of positive cases in Detroit is at a low level and the Michigan “Safe Start Plan” is in the “Improving” phase and moving into the “Containing” phase as cases reach low absolute rates. By phase 3 additional businesses have reopened and citizens are becoming more familiar with how to engage publicly while still taking necessary precautions like wearing masks and maintaining distance. Phase 3 will mark the beginning of summer learning for students through an in-person or virtual option (families must select one or the other).

### Available COVID-19 Testing

The District will collaborate with local entities to share information about available COVID-19 viral testing to all staff and students as they plan to return to physical work and school locations. Testing will continue to be a pre-requisite for employees returning to the workplace. Negative results will be provided to Human Resources (HR) and retained as part of the employee’s confidential medical file. Confirmation of clearance to work will be sent to the employee via official communication from HR. Students are not required to be tested for COVID-19. Student testing may be reconsidered if tests are developed that provide a rapid response and are widely available.

### Health and Safety Protocols

In this phase, strict COVID-19 mitigation protocols will be followed, including:

- All staff will be required to test negative for COVID-19 1-14 days before starting summer school (the District will assist with arranging testing opportunities)
- Employees and returning students will be trained in COVID-19 safety through an online training
- In-person class size limited to 15 students
- Staggered class arrival and dismissal to limit students congregating in hallways and common areas
- Adjustment of seating/desks to allow for social distancing inside
- No large group congregating unless social distancing can be maintained (e.g. meals eaten in classrooms not in lunchrooms)
- Markings and signage on floors and walls ensuring that staff maintain distance when waiting to enter the building
- Strict daily protocols for entering schools and offices may include the following (see below for additional detail):
  - Confirming no COVID-19 symptoms
  - Confirming normal temperatures
  - Hand sanitizing and regular hand washing when entering and throughout the day
  - Required wearing of masks indoors
- Increased ventilation and filtration to circulate air inside the buildings
- Buildings will be cleaned daily, with high-touch surfaces disinfected
- An “isolation area” will be designated at all school buildings and open offices so that anyone who experiences COVID- 19 symptoms or feels unwell can be isolated from others while additional steps are taken to seek care
- As has been the case in past summers, transportation will be provided to students for summer in-person learning. The number of students on one bus at a time will also be limited to allow for as much social distancing as possible. Students will sit apart from each other and only one student will be allowed per seat.

## Cleaning Checklists

Beginning in phase 3 as staff and students return to buildings, custodial crews will clean classrooms and office areas nightly, focusing on disinfecting high-touch surfaces. Custodial staff will conduct regular walk-throughs with supervisors to identify areas that require additional cleaning and after each room/area is disinfected, custodial staff will be required to complete a visible “cleaning checklist” clearly indicating the space has been thoroughly disinfected.

## Connected Futures

By mid-June, the District’s #ConnectedFutures initiative will launch providing laptop/tablet devices and internet connectivity to DPSCD students. As these devices are deployed, we anticipate more families will want to and be able to take advantage of online learning opportunities. Our approach to phase 3 and phase 4 is based on the reality that the digital divide for DPSCD students closes meaning any online learning (during summer or fall) is accessible to our entire population. DPSCD will prioritize the first wave of device deployment to high school students whose summer learning options are primarily virtual in nature. K-8 students will receive their devices later in July.

## Summer Learning

Preventing unnecessary learning loss through summer learning opportunities is a critical component of DPSCD’s typical strategy and an even more important one given the spring closures due to COVID-19. Both teachers and families report a desire for summer learning, through both in-person teaching with safety precautions in place, along with virtual options that students can engage in remotely.

Summer learning will focus on enrichment for students in grades K-8, and course recovery for high school students. K-8 enrichment will be conducted through either in-person or virtual methods as well as independent practice, where appropriate. High school credit recovery will be primarily online through the District’s existing Edgenuity platform, with opportunities for students to attend small group in-person sessions with teachers.

Courses will be offered for the usual four weeks/18 days from July 13<sup>th</sup> through August 6<sup>th</sup>. In-person instruction will be limited to 15 students to allow for safe social distancing in classrooms and buildings and will be offered at 23 sites across the District. Details on the summer learning programs can be found below.

### Student Registration

Families are required to indicate during their summer learning registration whether students will attend in-person or virtually. Students will not be allowed to switch from virtual to in-person during the summer session.

### Transportation

Transportation will be provided for students attending summer learning in-person. The number of students on one bus at a time will also be limited to allow for as much social distancing as possible. Students will sit apart from each other to the greatest extent possible. Bus drivers will direct students to sit in individual seats and may ask siblings to sit together if needed. Face coverings will be required for all entering the bus (basic masks will be provided for those who do not have them). Yellow buses will also be disinfected daily.

### Staffing

Staffing needs for face to face and/or online instruction will be driven by student and family demand. Summer learning positions are posted online, and teachers can apply indicating whether they will teach in-person or virtual. Those teachers who indicate they will teach in-person will be allocated to the schools based on the in-person student enrollment. Teachers will receive the standard summer school rate for teaching. Each summer learning site will also have a site director (current Assistant Principal), a clerical to assist with enrollment and payroll, and the high school sites will be staffed with one guidance counselor each.

## Safety and Hygiene Training

Summer learning will be our first opportunity to teach and reinforce the essential ways students and staff can remain safe while together in schools. Prior to the start of summer learning, all staff will receive training on how to effectively use face coverings and how to instruct students on the best way to use them as well. Training will also be provided on best practices for hand washing and hand sanitizing. Signs will be created and posted in all summer learning sites reiterating best practices and reminder lessons will be prepared and delivered as necessary to ensure safety measures are continuously upheld.

## Summer Learning Sites at a Glance

K-8 Enrichment		High School Course Recovery and Acceleration
18 sites: Bates Academy Bennett Elementary Brown, Ronald Academy Earhart Elementary Ellington Fisher Magnet Upper Academy Golightly Gompers Greenfield Union		5 sites: Ben Carson East English Village Mumford Renaissance Westside
In-Person	Virtual	Primarily Virtual + In-Person Support as Needed
15 students maximum per class	25 students maximum per classroom	HS students will be able to complete their course recovery virtually through Edgenuity and are expected to check-in with instructors for a minimum of 1 day per week (more, if necessary).  Students may also take classes to accelerate progress, if desired.
Math, English Language Arts		All course recovery subjects
Teachers: 8:30am – 1:00pm		Teachers: 8:30am – 1:00pm
Students 8:30am – 12:30pm		Students 8:30am – 12:30pm (flexible for virtual)
Breakfast and lunch provided	Grab and go meals available	Breakfast and lunch provided   Grab and go meals available

## Programming for Exceptional Student Education

Exceptional Student Education 200-day programming will take place virtually to ensure students who are medically fragile and need additional services receive those in a manner that does not jeopardize their health and wellness. Additional details about 200-day programming will be shared directly with families of students in 200-day programs. For students with Individualized Education Plans (IEPs) or 504 plans participating in enrichment or course recovery, decisions about face-to-face or virtual instruction, as well as how additional support is provided, will be conducted on a student-by-student basis based on need.

## Extracurricular Activities and Athletics

As was the case in phase 2, small group programming will be allowable in phase 3, but safety precautions must be taken to ensure students and staff are safe. Small group extracurricular programming can take place where social distancing is possible. Athletic workouts that can be conducted at safe distances, especially outdoors, will be allowable. Coaches will be COVID-19 tested, daily temperatures will be taken, and coaches and athletes will be required to participate in COVID-19 training. All activities must follow any Michigan High School Athletic Association guidelines about the number and type of activities permissible.

## Community Use of School Buildings

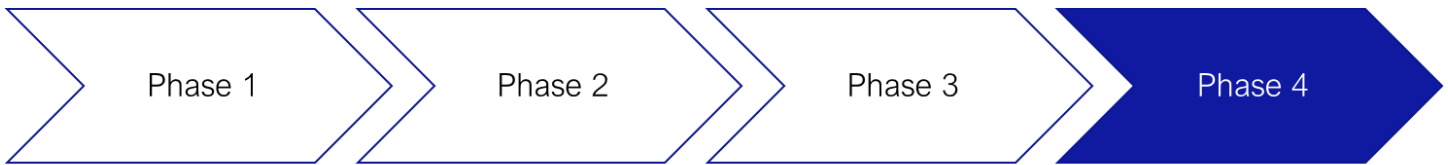
To maintain safe and controlled access to buildings, as well as to prioritize cleaning and disinfecting for summer learning sites, community use of school buildings will be extremely limited to programs providing direct support to DPSCD students and other students who live in the city. Any community use participants must adhere to the same health and safety guidelines established throughout the District for phase 3.

*What if a positive case of COVID-19 is confirmed in a District location during phase 3?*

*Just like in Phase 2, the District will follow CDC guidance on what to do when students and staff exhibit symptoms and when a case is suspected/confirmed. Students or staff who exhibit symptoms will be directed home to self-isolate and seek medical attention, as necessary. Positive or suspected cases will be confirmed with the local Department of Public Health who will assist with developing a recommended next step based on the level of potential exposure. Staff and families will be notified if they or a student has been in "close contact" with a confirmed case and will be directed to self-isolate and monitor themselves for potential symptoms. This may result in the temporary closure of school buildings or offices.*

*At a minimum, in the event of confirmed case, the District may close off portions of an entire office or building for a period of 24 hours and allow for additional cleaning/disinfecting before reopening.*

*Should a summer learning site need to close, students will have access to materials for virtual instruction.*



## Phase 4 (August 17<sup>th</sup> through September)

In Phase 4, it is expected that the number of positive cases in Detroit is at an absolute low level and the Michigan “Safe Start Plan” is in the “Containing” phase. This means both K-12 and higher education live instruction should resume, increased size gatherings are permissible, most businesses are reopened with strict mitigation measures and any outbreaks of COVID-19 can be quickly contained. While we expect the risk of COVID-19 to be significantly lessened by Labor Day, we will remain vigilant as a District and ensure strict mitigation procedures are practices in our schools and offices to limit any fall spikes in cases and allow for the continued operations of the District.

The District’s plan is to open schools, as expected, with live instruction occurring on Tuesday, September 8. We also know, however, that our day-to-day operations in schools and offices will not look the same as any prior year. Our fall reopening is focused on three possible scenarios for schools, each of which is outlined below. In all scenarios, it is generally understood that some families may want to make more use of virtual instruction while others may want students to attend school in-person. Each scenario is designed to allow for both possibilities, with an emphasis on making in-person instruction as safe as possible for students and staff. However, for a hybrid approach, the state will need to provide districts flexibility regarding attendance and FTE if families prefer learning from home.

### Social-Emotional Supports

We know that after this prolonged closure, many of our students and staff will require social-emotional support to help them reengage and reenter work and school. School counselors and administrators will be equipped with tools and information on how to support students and maintain our whole child commitment. Those supports will include resources from TRAILS, which is already widely used in DPSCD. Additionally, all DPSCD employees have access to the Employee Assistance Program (EAP) which offers many free services including face-to-face and virtual counseling. Information about all social-emotional supports will be made widely available to the DPSCD community. We will also continue to offer our social-emotional hotline for families. The District will utilize Cares Act funding to expand contracted services for social workers and nurses over the next two years.

### Younger Students (Pre-K to 2<sup>nd</sup> grade)

Consistent feedback on our draft plan reiterated the need to make special consideration for our youngest students, particularly PK to 2<sup>nd</sup> grade. This group of students will be prioritized for in-person learning given the need to develop their foundational skills and the difficulties associated with doing this remotely. We will also be sure adults receive guidance on how to take additional time to reinforce norms and expectations with these students about safety, doing our best to reinforce face coverings where appropriate (but recognizing the challenge in having such young students wear masks) and approach their experience with care and concern.

### Health and Safety Protocols

All reopening scenarios will require DPSCD to establish and follow strict safety protocols to ensure the health and safety of students, families, and staff. Any in-person activities, whether school-based or in central offices, will be conducted with the following guidelines, all in alignment with the most recent [CDC guidance](#):

- Training for employees and students that promote behaviors that reduce the spread of the virus
- Daily temperature checks for employees and students
- Promotion of mitigation practices such as staying home when sick
- Practicing hand hygiene and respiratory etiquette (including hand washing with soap and water regularly)
- Conducting daily health screens for staff and students

- All staff will be required to affirm they are not experiencing COVID-19 symptoms prior to entering a building or office space.
- Each morning, students will be screened for fever and symptoms prior to entry and those who are experiencing symptoms may be directed to the isolation area where an administrator, or designee, can confirm further assess the student
- Required masks indoors. DPSCD will provide basic masks for students and staff. Individuals may also bring their own face coverings
- Employees whose role may require additional personal protective equipment (e.g. face shields and gloves) based on their job duties, while have those items provided to them
- Posted signs throughout buildings promoting safe practices
- Daily cleaning and disinfecting of high-touch surfaces
- Proper ventilation and increased air circulation (e.g. opening doors and windows where possible)
- Limiting the sharing of objects and supplies
- Rearranging seating in classrooms and offices to allow for social distancing, where possible
- Food consumption in smaller, controlled settings (e.g. classrooms) or on staggered meal schedules to eliminate large group convenings
- Outdoor physical education, wherever possible
- Limiting of non-essential visitors and volunteers. All visitors must wear a mask.
- An “isolation area” will be designated at all school buildings and open offices so that anyone who experiences COVID-19 symptoms or feels unwell, can be isolated from others while additional steps are taken to seek care.

## Increased Availability of COVID-19 Testing

In Phase 4, we expect testing to be widely available to adults and children in DPSCD through local testing sites (e.g. the City of Detroit’s drive-through testing centers or local clinics). A negative viral COVID-19 test will be required of all employees before they return to work in the fall and will be encouraged for students and family members. COVID-19 antibody tests, while not required, will be encouraged so that members of the DPSCD community can identify whether they have possibly already had the virus.

## Policy Implications for Virtual Learning

A significant barrier for any Michigan school district in planning for fall reopening is navigating the existing policy and guidance that often do not allow for flexible in-person and virtual learning. Any expansion of virtual learning in DPSCD will require significant revisions to current policies or guidelines around student scheduling, attendance requirements, and pupil accounting. This is especially true for any District or region where localized outbreaks are more likely in the fall and may result in additional virtual learning options should buildings need to be closed for a period of days (or weeks in the event of a broader outbreak).

Specifically, the District recommends 4 solutions to current scheduling and pupil accounting rules that will allow for expanded online learning in the fall:

1. Scheduling: Revisions to the [Pupil Accounting Manual](#) Section 5-O to include a fifth option for distance or remote learning that accommodates at-scale solutions for reopening schools. The existing four options are designed to allow for a small subset of students to take advantage of virtual learning and have requirements like individual student plans that must be reviewed and approved by a Regional Education Service Agency (RESA).
2. Membership Count: Removal of the 10-day window requirement for membership count and allow students scheduled for in-person instruction to return within 30 calendar days regardless of their absence reason on count day. Students who may be taking advantage of virtual learning for longer periods, or who have an unexcused absence on count day should not be excluded from membership counts given the likelihood of localized outbreaks, periodic building



closures, and the possibility of individual family health emergencies.

3. **Membership Count:** For the same reasons outlined in the previous recommendation, the count window should be extended beyond 30 days to allow for more opportunities for students to meet attendance and participation requirements.
4. **Calendar and Attendance Requirements:** Current guidance does not allow for at-scale implementations of tools like seat-time waivers for individual students or broad distance learning plans. The existing 180 day/1,098 hour/75% daily attendance requirements should be waived entirely for the 2020-2021 school year to allow Districts greater flexibility in scheduling and ensuring students meet core course requirements through both online and distance learning options.

Without the flexibility identified above, DPSCD, and other Michigan Districts seeking to expand online learning at scale, will encounter significant barriers in meeting student scheduling and attendance requirements, which may ultimately negatively affect overall membership counts and District funding.

## Investment in Enhanced Virtual Learning Systems

Building on the work already done to operationalize DPSCD's continuity of learning plan which provided distance learning for all 50,000 of its students, the District will be investing in additional and enhanced virtual learning tools for students. The implementation of a new Learning Management System (LMS), will allow for students to complete defined lessons, and for two-way communication between teachers and students about their work. Directly integrated with the District's Student Information System and existing collaboration tools like Microsoft Teams, the new LMS and students' at-home access to technology will make distance learning possible in nearly all grades and subject areas. Lessons can be assigned, coursework submitted, and grades administered in one platform.

## Parent and Family Engagement

Leading up to fall reopening, schools will conduct individual outreach to families to identify what instructional settings will work best for their student(s). While some families may appreciate relying more heavily on virtual learning, others may desire regular in-person instruction. This information will be used to refine the school's overall approach to scheduling, as well as specific courses (or sections of courses) that will be offered virtually. This information will also be used to develop schedules that allow for the lowest-possible class size for in-person instruction

## Fall Reopening Scenarios

Currently, the District is considering several possible reopening scenarios for the fall. Each scenario is designed to adhere to our guiding principles for reopening and maximize the amount of in-person instruction for students, while also keeping our community safe and following the guidance of public health officials and applicable laws and regulations. In any scenario, the District will make use of all available space and scheduling flexibility to limit in-person classes to 20 students physically in one room at a time (except in large spaces where more social distancing is possible). Other students may still be participating in that class either via virtual engagement or in small group interventions. Schedules will likely be simplified to provide more emphasis on literacy, mathematics and other "core" classes like science and social studies.

As noted above, due to the variation in enrollment, building size, and student need, not every school will need to rely on the same flexibility. Schools will plan for different scenarios based on feedback from families, staff, and the community. The District also plans to launch a fully virtual option for some students through a new online K-12 school.

In all scenarios, the instructional school day for students may be limited to the minimally required six hours based on the 181 instructional days currently reflected in the calendar and additional emphasis may be placed on literacy and mathematics.

## Sample Reopening School Scenarios

	<b>Scenario A</b> (Regular Daily Schedule)	<b>Scenario B</b> (A/B Schedule for Large High Schools)	<b>Scenario C</b> (Full virtual option)
<b>Summary</b>	<ul style="list-style-type: none"> <li>Live, daily, in-person instruction daily.</li> <li>Additional sections of core content courses taught in large settings to allow for social distancing (e.g. auditoriums) especially for students in grades 9-12 and large group use of devices for online learning in large settings.</li> <li>Expanded and more frequent use of pullouts, small group instruction, recess breaks, art/music to reduce class sizes</li> </ul>	<ul style="list-style-type: none"> <li>Live, in-person instruction on alternating weeks.</li> <li>Students attend class virtually when not attending in-person, receiving “live” but not in-person instruction each day.</li> </ul>	<ul style="list-style-type: none"> <li>Full virtual instruction through a new DPSCD cyber school – year-round; OR</li> <li>Distance learning from home via regular school site (will need to sign up for an entire quarter or semester)</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>In-person class sizes reduced. More core content sections and use of larger instructional spaces (e.g. auditoriums and cafeterias) as well as transitioning some elective spaces into core content classrooms.</li> <li>Desks and seating arranged to allow for maximum physical distancing.</li> </ul>	<ul style="list-style-type: none"> <li>In-person class sizes reduced due to alternating schedule.</li> <li>Desks and seating arranged to allow for maximum physical distancing.</li> </ul>	<ul style="list-style-type: none"> <li>Participating in live direct instruction by watching teacher</li> <li>Independent practice offline with teacher support</li> <li>Teachers prepare the same content and resources, but it is available both in-person and online (except in cyber school)</li> </ul>
<b>Course Offerings</b>	<ul style="list-style-type: none"> <li>Prioritize core content courses (ELA, math, science, social studies).</li> <li>Use of more frequent electives to reduce class size.</li> </ul>	<ul style="list-style-type: none"> <li>Full, standard course offerings, with some courses expanded to online only to accommodate the need for more distance learning.</li> </ul>	<ul style="list-style-type: none"> <li>Full, standard course offerings online for credit</li> </ul>
<b>Virtual Learning</b>	<ul style="list-style-type: none"> <li>Expanded virtual course offerings via Edgenuity</li> <li>Limited electives offered primarily online</li> <li>Core content provided virtually and synchronously with in-person instruction</li> </ul>	<ul style="list-style-type: none"> <li>Expanded virtual course offerings via Edgenuity</li> <li>Core content provided virtually and synchronously with in-person instruction</li> </ul>	<ul style="list-style-type: none"> <li>Cyber school has dedicated full-time staff who report to a single location on a regular basis for in-person development and student support, teaching virtually otherwise</li> <li>Traditional classrooms have online component with teachers making themselves available to view for virtual instruction and sharing materials via the new Learning Management System</li> </ul>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>All core classes will have a live virtual component so students not in-person can “attend” at least a portion of the course and complete work. Support staff (e.g. Academic Interventionists and Paraeducators) will provide small group support and answer questions for students attending a class virtually.</li> <li>Some teachers may be assigned to teach select virtual electives or online-only sections of core content.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers teach regular course load and incorporate online, live learning so students not attending that week in person can participate virtually.</li> <li>Some teachers may be assigned solely to virtual courses.</li> </ul>	<ul style="list-style-type: none"> <li>Depend on individual plans and needs, may or may not be the best option as support and instruction if primarily virtual.</li> </ul>
<b>Exceptional Student Education (ESE)</b>	<ul style="list-style-type: none"> <li>Students would receive support, according to their Individualized Education Plan or 504 Plan, through a mix of in-person and virtual support.</li> </ul>	<ul style="list-style-type: none"> <li>Students would receive support, according to their Individualized Education Plan or 504 Plan, through a mix of in-person and virtual support.</li> </ul>	<ul style="list-style-type: none"> <li>Students would receive support, according to their Individualized Education Plan or 504 Plan, through a mix of in-person and virtual support.</li> </ul>

Each of the scenarios outlined is intended to be a starting point for discussion at individual schools as we know there are inherent trade-offs in each scenario. Some are more difficult for families to navigate as more adults return to in-person work, while others may temporarily limit the availability or time spent on certain courses. In all cases, data will be collected about the engagement of students to adjust as needed, especially as conditions change in the late fall and winter. Should more courses need to be offered online, or class size limited, then the District will tailor its approach while continuing to adhere to our guiding principles. Master schedules and staffing will be monitored and adjusted over the summer as more information from families about their preferences at individual schools becomes clearer.

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## Additional Exceptional Student Education Considerations

Our students with Individualized Education Plans (IEPs) and 504 Plans, along with the staff who work closely with them, will have those individual circumstances taken into consideration when developing additional guidance around reopening. Special attention will be paid to issues around transportation, instructional model, medical needs, learning environment and ensuring appropriate advocacy. We know, for example, that wearing masks may be challenging for students and staff who read lips, or that we may need to improve adherence to universal precautions when Aides are assisting medically fragile students. The Exceptional Student Education team will work directly with students, families, and staff, to problem solve these needs.

## Central Office

District administration will continue adhering to strict safety protocols, and all departments will develop systems that allow for staff and families to complete necessary transactions remotely (e.g. changing direct deposit information via PeopleSoft self-service rather than turning in paperwork at the Payroll window) and those guidelines will be made available through District communications on the Hub and the DPSCD website.

As is the case in school buildings, signage will be placed throughout offices to remind staff of proactive virus mitigation practices and tips to keep workspaces free of unnecessary risk. Training will be provided to central office staff on what to do if/when someone is ill.

*What if a positive case (or several cases) of COVID-19 is confirmed in a District location during phase 4?*

*The District will follow CDC guidance on what to do when students and staff exhibit symptoms and when a case is suspected/confirmed. Students or staff who exhibit symptoms will be directed home to self-isolate and seek medical attention, as necessary. Positive or suspected cases will be confirmed with the local Department of Public Health who will assist with developing a recommended next step based on the level of potential exposure. Staff and families will be notified if they or a student has been in "close contact" with a confirmed case and will be directed to self-isolate and monitor themselves for potential symptoms. This may result in the temporary closure of school buildings or offices.*

*At a minimum, in the event of confirmed case, the District may close off portions of/an entire office or building for a period of 24 hours and allow for additional cleaning/disinfecting before reopening.*

*Before returning to work in person, anyone who has tested positive for COVID-19 must wait at least 72 hours since symptoms ceased (resolution of fever and improvement in respiratory symptoms) AND 10 days since symptoms first appeared. They must also be re-tested and indicate a negative result before returning.*

*Should a school need to close temporarily, all coursework will be completed virtually through the District's LMS and teachers will be expected to continue instruction with students in a virtual format.*

## Partners and Volunteers

In general, external partners and volunteers will be severely limited in buildings to reduce the number of individuals in buildings, offices and classrooms. Only essential visitors, volunteers, and partners will be allowed to regularly engage in District activities, and they must adhere to the same protocols as other adults, including daily symptom checks, negative COVID-19 testing, and wearing of face coverings. Information about who these groups are will be provided through the Office of Partnerships and the Office of Family and Community Engagement.

## What About a “Second Wave” of COVID-19?

Public health experts and elected officials have all warned about the possibility of a “second wave” of COVID-19 even after cases see a significant and sustained decline. The District is actively preparing for all scenarios and will be prepared to shift to more (or entirely) virtual operations should a spike in COVID-19 cases force temporary or prolonged closures. While we hope additional closures are not a reality, data from other countries and the uncertainty of an available vaccine tell us that we must be prepared for the possibility of such an increase in cases in the Fall. If students and staff return to a full online learning structure, then grades will still be provided unless state guidance will not allow this requirement.



## Ongoing Monitoring and Feedback

To ensure the District’s reopening and reentry plan continues to adhere to our guiding principles and that we are doing our best to meet the needs of our community, the District will engage in regular monitoring of the plan and collect feedback through a District leadership team based on the methods and topics below.

What do we want to know?	How will we know?
1. Do our students, families and staff feel safe? Is our community adhering to recommended public health measures?	<ul style="list-style-type: none"> <li>• Regular site walk-throughs</li> <li>• Student surveys</li> <li>• Staff surveys</li> <li>• Family surveys</li> <li>• Focus groups</li> </ul>
2. Are our students making enough academic progress?	<ul style="list-style-type: none"> <li>• Interim assessment data</li> <li>• Student classroom grades</li> </ul>
3. Are our students receiving enough social and emotional interaction and support?	<ul style="list-style-type: none"> <li>• Student surveys</li> <li>• Staff surveys</li> <li>• Focus groups</li> <li>• Observations</li> </ul>
4. How are our employees adjusting to new ways of work and what support do they need?	<ul style="list-style-type: none"> <li>• Staff surveys</li> <li>• Observations</li> <li>• Focus groups</li> </ul>
5. Are we allocating our resources to ensure long-term sustainability?	<ul style="list-style-type: none"> <li>• Budget reviews</li> <li>• Staffing data</li> <li>• Stakeholder surveys</li> </ul>

## Frequently Asked Questions (FAQ)

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### General Questions

#### Budget

**Question: How can we provide increased safety measures with a reduced budget?**

Answer: The District received additional federal Cares Act funding which is being used to purchase the Personal Protective Equipment (PPE), as well as help offset additional costs incurred due to COVID-19.

**Question: What has been the overall financial impact of COVID-19 on the District?**

Answer: The District is anticipating a \$35 million reduction in funding for the current school year 2019-2020, and \$41 million reductions in funding in the next two years 2020-2021 and 2021-2022 due to the economic downturn caused by the COVID-19 pandemic.

#### Supplies and Protective Equipment

**Question: What protective equipment will be provided to staff, students, central office, and at what frequency will it be provided? Will the district run out of equipment?**

Answer: The District is committed to providing supplies of personal protective equipment to students and staff members. The District will procure and distribute these items to school and office locations. Students and staff will each receive a set of reusable masks, and instructional staff will receive clear face shields to use for instruction. Surgical masks will be available at each location in the event staff or student masks are lost, damaged or need replacement. Additional items such as hand sanitizer and disinfectant wipes will be provided to each classroom on a regular basis throughout the year. Employees with specific duties that require additional equipment such as gloves or KN95 masks will have those provided to them. Staff and students may also wear their own face coverings, if desired. The District will monitor the usage of these materials and make decisions about additional purchases should the need arise.

**Question: What kind of materials (e.g. plexiglass) will be installed or used to maintain safety in high traffic areas like front desks?**

Answer: The District plans to provide staff with a supply of disinfectant wipes, and mobile hand sanitizer dispensers throughout buildings. The District is also working to install plexiglass barriers at frequently visited spaces (e.g. office counters).

#### Response to Infection

**Question: Should a positive COVID-19 test occur, what will the closure procedure look like for each location?**

Answer: If a student or staff member has a confirmed case of COVID-19, we will follow the CDCs and Health Authority's protocols. This includes alerting students and staff who came in close contact with the individual, advising them to self-quarantine for 14 days and seek medical attention if they have COVID-19 symptoms. We will continue to update the protocol as directed by health officials.

**Question: How will students and staff be held accountable for wearing PPE throughout the day and will PPE be replaced throughout the day if it is lost or damaged?**

Answer: The District will ensure that everyone entering a building attests to not having any COVID-19 related symptoms. During the arrival process and when inside buildings, staff, students, and guests will be required to wear face coverings. All school staff will monitor students throughout the day to ensure they are wearing their masks when they are indoors or near

other students. Staff will review expectations daily and encourage students to respond appropriately. The Student Code of Conduct may also be updated to include COVID-19 specific guidelines.

## Temperature Taking

**Question: How will temperatures be taken when entering buildings?**

Answer: The District is working to install contactless walk-up devices that will scan for higher-than normal temperatures at entries and may also rely on trained staff with forehead-style thermometers to check temperatures upon entry.

**Question: What is the range of temperatures that are too high and will send staff and student home?**

Answer: The Centers for Disease Control identifies a temperature of 100.4 degrees Fahrenheit or greater as feverish and a possible symptom of COVID-19.

## Visitors in DPSCD Buildings

**Question: Will visitors be required to wear masks when entering buildings?**

Answer: Yes, it is expected that all visitors will wear their own face coverings when visiting buildings throughout the District, based on the requirement that anyone in Michigan should wear a face covering when leaving their house.

## Monitoring and Accountability for the Reopening Plan

**Question: Due to the size of District, how can we ensure that these protocols will be followed consistently District-wide?**

Answer: It is expected that District guidelines around reopening are followed consistently at all locations. Non-adherence to the guidelines in the plan by employees may lead to disciplinary action. Non-adherence to the guidelines by students will be addressed at the school level. A hotline and email address have been established to ensure individuals can report safety issues and those issues will be followed up on regularly by the administration and regular reports will be shared with the Board. Questions specifically related to operations (including necessary supplies or restocking soap in bathrooms) can be reported at 313-578-7018. General questions or concerns related to reopening can be shared via email at [info.reopen@detroitk12.org](mailto:info.reopen@detroitk12.org).



## School-Specific Questions

### Summer School

**Question: Will summer school classes be available online if students are not comfortable coming in yet?**

Answer: Yes. Students will have access to virtual summer learning enrichment and course recovery and can indicate that preference in their application. Teachers will also apply and indicate their preference to teach virtually or in-person during the summer.

**Question: Are summer school classes required for students?**

Answer: No. Summer learning is optional; however, some high school students may need to use summer learning to recover graduation required credits not obtained in previous school years.

### Fall (Phase 4) School Schedules

**Question: Will staggered scheduling (such as varied start time and transitional times) be implemented to decrease the amount of people in hallways?**

Answer: No. However, schools will identify additional entry points to encourage distancing as students are entering school. Schools may modify traditional schedules to limit transitions and hallway movement.

**Question: What will specials/elective classes and recess look like in the upcoming school year?**

Answer: All classes will practice social distancing to the extent possible as recommended by the CDC. Daily, staff will review distancing and cleanliness protocols that support the safety of all students and staff. Classroom teachers will oversee recess and daily, will also review expectations. It will be imperative for adults to talk with young people about why certain actions are being taken and to do so in a manner that expresses care and concern — rather than fear.

**Question: What support staff will be utilized to oversee the "isolation area" and lunch to ensure teachers still receive a duty-free lunch?**

Answer: The District will negotiate with labor unions to identify if any employee's duties and responsibilities may vary for the fall in accordance with our reopening plan.

**Question: How will schools with large populations of students be accommodated in phase 4?**

Answer: We are working to use a combination of virtual learning and flexible learning space to limit the number of students in one physical room to 20 at one time. This may mean smaller groups are in other locations like cafeterias or auditoriums with support staff or other teachers.

### Virtual Learning

**Question: How will virtual learning be implemented and enforced and what guidelines and rubrics should teachers be using to track grades, attendance, performance?**

Answer: The District will rely on its new Learning Management System (LMS), which integrates with the Student Information System, to post assignments, grades, etc. Staff will receive more information and training on the LMS this summer.

**Question: If students or teachers are sent home upon temperature checks, will they be able to host or participate in virtual learning for the rest of the day?**

Answer: The District is procuring Swivl cameras for all core teachers to give teachers the ability to live stream or record lessons for students who may be participating in a lesson in another location. Some students, either due to illness or other extenuating circumstances may not be able to come physically to school and will benefit from access to instruction that is asynchronous or synchronous. Additionally, the District will be partnering with Schoology to have virtual course structures to engage in instruction, content, and assignments virtually.

**Question: How are teachers going to be able to manage an in-person classroom and digital classroom at the same time?**

Answer: The District is procuring Swivl cameras for all core teachers to give teachers the ability to live stream or record lessons for students who may be participating in the lesson in another location. The District aspires to have full time virtual students served by a dedicated teacher and instruction for students who are reporting to school by a different teacher. That said, some students, either due to illness or other extenuating circumstances may not be able to come physically to school and will benefit from access to instruction that is asynchronous or synchronous.

## Social Distancing in Schools

**Question: How will entry and exit of the buildings be handled in order to maintain socially distant guidelines?**

Answer: Multiple entry and exit points may be established at larger schools to allow for social distancing during arrival and dismissal. Signage will also reiterate the need to stay six feet apart while waiting to enter the building.

**Question: What is the procedure for buses and how will social distancing be enforced on buses?**

Answer: The number of students on one bus at a time will be limited to allow for as much social distancing as possible. Students will sit apart from each other and only one student will be allowed per seat. Masks will be required for everyone riding a bus, including adults

**Question: How do we support our young students (pk-2) who may not adhere to social distancing practices during school and have trouble wearing masks?**

Answer: Pre-kindergarten and kindergarten students will not be required to wear masks in accordance with the MI Safe Schools Roadmap. No student in the early grades will be penalized for not adhering to mask wearing guidelines. All classes will practice social distancing as recommended by the CDC. Daily, teachers will review distancing and cleanliness protocols that support the safety of all. It will be imperative for adults to talk with young people about why certain actions are being taken and to do so in a manner that expresses care and concern — rather than fear.

**Question: How will the district successfully enforce social distancing inside and outside of the schools throughout the day?**

Answer: No large group congregating will be allowed unless social distancing can be maintained, students will be limited to 20 in one physical room at a time (unless in a large room that allows for more space), and each school will utilize outside facilities and large gathering areas (gyms, cafeterias) where possible.

## School Operations

**Question: Will school buildings be provided with hot or warm water in all restrooms and at all hand washing stations?**

Answer: According to public health experts, including the Centers for Disease Control, hands should be washed for at least 20 seconds in cold or warm water to prevent the spread of germs. Hot water is not required to maintain safety and water temperatures in schools are tempered to prevent scalding of students.

## School Staffing

**Question: What is the need for additional staffing to cover sick teachers, where will the additional staff come from, and what is the budget for the additional staff?**

Answer: Each year, the District examines the needs for substitutes teachers based on the staffing levels across the District. We know the fall may require a different level of substitutes but will make those hiring decisions later in the summer as we know more about our needs. We will continue to have substitutes available to cover absences as needed. Substitutes will undergo the same screenings as other employees.

**Question: What will happen to teachers who do not yet feel comfortable coming back to school and are at high risk?**

Answer: We hope all staff feels safe and comfortable enough to return and will assess these circumstances on an individual basis. The expectation is for all staff to return to work in the fall, however if individuals have underlying health conditions or are otherwise at risk, we encourage them to reach out to Employee Health Services at [dps.ehs@detroitk12.org](mailto:dps.ehs@detroitk12.org).

**Question: Will there be a nurse at every school in the fall?**

Answer: The District will expand the coverage of contracted nurses across the District for the 2020-2021 school year, however, due to the shortage of nurses as a result of the pandemic, it may not be possible to have a nurse in every building every day.

## Health and Safety

**Question: What will be the procedure when a student develops symptoms at school or becomes ill later in the day?**

Answer: Guidance will be shared with families to reiterate that if students are ill or have been near someone who is sick, they should not attend school. If students do arrive at school and exhibit symptoms, they will remain in a designated “isolation area” until a parent/guardian can pick the child up from school. This protocol is similar to existing practices when students become ill at school.

**Question: Who will help students who need to be sent home after temperature checks and how can the district ensure it does not interfere with instruction time?**

Answer: Students or staff who exhibit symptoms will be directed home to self-isolate and seek medical attention as necessary. Schools will establish an “isolation area” where students can wait until they are picked up.

**Question: Will students be required to get tested for COVID prior to returning to school?**

Answer: No. Negative COVID-19 tests for employees is one of many strategies we are using to ensure we maintain a “COVID-free environment.” As an employer DPSCD can require its employees to obtain a negative viral test but cannot necessarily require the same of students. Students will not be required to get tested before returning to school, however, we encourage students and families to be tested as well.

## Technology

**Question: How will the Connected Futures devices be distributed to students?**

Answer: Students will receive an email via their DPSCD email account with information about specific deployment windows and procedures. DPSCD will prioritize the first wave of device deployment to high school students whose summer learning options are primarily virtual in nature. K-8s and students enrolled in ESE Centers will receive their devices throughout the summer. More information about Connected Futures for families can be found at [detroitk12.org/connectedfutures](https://detroitk12.org/connectedfutures)

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**Question: What will happen for Pre-K and K-5 if virtual learning is not an option and parents are not comfortable with sending their children into school buildings?**

Answer: We are exploring all options and scenarios to account for Pre-K and K-5 virtual learning.

**Question: How will the district provide and ensure internet access for families and staff throughout the duration of the school year?**

Answer: The Connected Futures initiative entitles participating students to six months of LTE internet services, as well as access to support from human-I-T, a non-profit that provides technical support and low-cost internet sign up services. Through human-I-T, families needing a home broadband connection are provided information about low-cost internet. After searching for availability in your area, human-I-T then assists in signing you up and is with you at every step to support and help troubleshoot any issues. Visit: <https://human-i-t.org/internet4cf> or text: "INTERNET4CF" to 562-372-6925 to get started. Students who are unable to secure an in-home connection through human-I-T's support, or who face housing insecurity, will be eligible to seek support from the District for a continuation of LTE data services.

## Parent and Family Communication

**Question: How is the district planning on communicating with parents, families, teachers and community members throughout the different phases and as the plan evolves and details are finalized?**

Answer: The District hosted a series of townhalls/Q&A sessions to hear initial concerns and questions and will share updates through regular communications channels (e.g. the website, robocalls, text messages and social media) as the phases advance.

**Question: Will PTA members be able to host their own online workshops and meetings to avoid contact at the school buildings?**

Answer: Yes, we are continuing to meet virtually with PTAs. We expect that will continue in the fall. There will be limitations on fundraising and other activities as we are prioritizing the safety of children. Parent Action Leaders will continue to be engaged and details will come forward from the Family and Community Engagement Department as we get closer to reopening schools.

## Employee-Specific Questions

### Approved Leave

**Question: Will COVID-19 be considered a communicable disease so that staff who test positive will not have to use personal illness days if they must self-quarantine?**

Answer: No, currently that is not the case.

**Question: What is the process when an employee is exposed to COVID-19 and must quarantine, but the employee does not have enough sick days, will the employee continue to receive pay?**

Answer: Each individual situation regarding potential leave related to COVID-19 is unique. Any employee who may need to not attend work and is unable to telecommute based on their role should reach out to Employee Health Services to discuss their options at [dps.ehs@detroitk12.org](mailto:dps.ehs@detroitk12.org).

**Question: If a location must close for a period due to a COVID-19 case, will employees be required to use leave time?**

Answer: No. In the event of a District-mandated closure, employees will not be required to use personal leave time. Should a building or area need to close due to a confirmed Case of COVID-19, communication will be shared directly with employees, and students and families, as necessary. If employees can telecommute based on their role, they will be expected to do so during any closures.

**Question: What if I am an employee but need to care for a family member who has contracted COVID-19?**

Answer: Each individual situation regarding potential leave related to COVID-19 is unique. Any employee who may need to not attend work and is unable to telecommute based on their role should reach out to Employee Health Services to discuss their options at [dps.ehs@detroitk12.org](mailto:dps.ehs@detroitk12.org).

**Question: Will the amount of sick time for employees increase due to COVID-19?**

Answer: No, not currently. Please note that leave time is a benefit that must be collectively bargained between the District and each union. Additionally, the District will continue to comply with all local, state and federal laws regarding applicable leave related to COVID-19.

## COVID Testing for Staff

**Question: How often will staff need to submit a negative COVID test?**

Answer: The Equal Employment Opportunity Commission has determined that employers may require all employees to obtain a viral COVID-19 negative test result in order to return to work. Employees will need to submit a single negative COVID-19 test 1-14 days prior to their return to work date. At this time, there is no plan to require more regular testing of employees after this initial test. This may change if tests provide a more immediate result and are widely available.

**Question: What does the timeline for testing look like to return to work?**

Answer: In order to return to work for the first time (e.g. 12-month employees in phase 2), staff should submit a negative COVID-19 test dated 1-14 days prior to their return to work date. Results are reviewed in HR and the employee will receive a confirmation they are cleared to report to work.

## Telecommuting for Central Office Staff

**Question: What will be the policy for telecommuting in each phase of the plan and when will the policy be released to teachers?**

Answer: Telecommuting may continue to be used on a limited basis for staff as necessary based on the ability of the District to guarantee a safe location to work and individual extenuating circumstances (such as a lack of childcare due to COVID-19 closures). Any telecommuting must follow the existing Board policy and a log of work must be submitted when telecommuting.

## Response to Infection for Central Office Locations

**Question: Central office has many shared spaces across departments such as bathrooms, kitchens, etc. Will these be considered when there is a confirmed case requiring closure?**

Answer: Yes. In the event of a confirmed case of COVID-19 in central office, it will be determined where and how that person may have interacted with others in their immediate area as well as throughout the DPSCD space. A temporary closure of an entire floor may be required based and staff will be informed if these closures are necessary.

Do you have a question you didn't see answered? Submit it to [info.reopen@detroitk12.org](mailto:info.reopen@detroitk12.org)

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## Appendix

Below are tables of items that are “required” or “strongly recommended” by the MI Safe School Roadmap and not already explicitly addressed in the District’s reopening plan, FAQ, or in existing District procedures and protocols. In general, any items “required” in phase 4 that are also “strongly recommended” in phase 5 will be addressed in the same manner in both phases. For example, if student athletes are required to use individual water bottles clearly marked for their personal use in phase 4 as a “required” element, the practice will continue in phase 5 as well, even if it is only a “strongly recommended” element in phase 5.

The two separate charts below (one for “required” elements and one for “strongly recommended” elements include notes about how the element is being addressed or how parts of the element may not be addressed due to limited District resources, capacity, etc.).

### Required Elements

Category	Subcategory	Element	Priority	Notes
<b>Safety Protocols</b>	Athletics	Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.	Required	Guidance provided to Athletics Directors during training June 2020
<b>Safety Protocols</b>	Athletics	Handshakes, fist bumps, and other unnecessary contact must not occur.	Required	Guidance provided to Athletics Directors during training June 2020
<b>Safety Protocols</b>	Athletics	Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.	Required	Guidance provided to Athletics Directors during training June 2020
<b>Safety Protocols</b>	Athletics	All equipment must be disinfected before and after use.	Required	Guidance provided to Athletics Directors during training June 2020
<b>Safety Protocols</b>	Athletics	Large scale indoor spectator events are suspended. Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.	Required	Will develop guidance prior to scheduling of events and adjust capacity as needed based on the Roadmap phase
<b>Safety Protocols</b>	Athletics	Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must given to entry and exit points to prevent crowding.	Required	Will develop guidance prior to scheduling of events
<b>Safety Protocols</b>	Athletics	Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).	Required	Guidance provided to Athletics Directors during training June 2020
<b>Safety Protocols</b>	Athletics	Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm	Required	Guidance provided to Athletics Directors during training June 2020



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		that they are healthy and without any symptoms prior to any event.		
<b>Safety Protocols</b>	Athletics	Inter-school competitions may be held provided that facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.	Required	Will develop guidance prior to scheduling of events
<b>Safety Protocols</b>	Busing and Student Transportation	Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.	Required	Transportation companies will not clean or sanitize personal or school equipment. At best, we can request the cleaning of equipment by bus attendants, but this may require bargaining with the union.
<b>Safety Protocols</b>	Busing and Student Transportation	Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.	Required	District transportation providers will clean and disinfect frequently touched surfaces at minimum twice per day, prior to beginning routes.
<b>Safety Protocols</b>	Busing and Student Transportation	Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.	Required	District transportation providers will clean and disinfect frequently touched surfaces at minimum twice per day, prior to beginning routes.
<b>Safety Protocols</b>	Busing and Student Transportation	Create a plan for getting students home safely if they are not allowed to board the vehicle.	Required	Every precaution will be taken to transport students to school in a manner that supports the safety and health of the drivers and other students. In the event that a student is visibly ill, the driver will contact dispatch for further directions including contacting the parent or transporting the child to school using social distancing guidelines for quarantine.
<b>Safety Protocols</b>	Busing and Student Transportation	Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.	Required	Hand sanitizer will be provided on each yellow bus and District van.
<b>Safety Protocols</b>	Busing and Student Transportation	If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.	Required	In the event of a reported illness during the school day, parents will be notified to pick up children from school. Should parent transportation be unavailable, the Office of Student Transportation will work on an individual basis with each family to provide a safe route home.
<b>Safety Protocols</b>	Busing and Student Transportation	Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe	Required	To the fullest extent possible, windows will be opened to provide proper ventilation.
<b>Safety Protocols</b>	Busing and Student Transportation	Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.	Required	To the fullest extent possible, windows will be opened to provide proper ventilation.

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<b>Safety Protocols</b>	Cleaning	Playground structures must continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.	Required	All District playgrounds will be kept in working order per the State's playground requirements and regular cleaning shall continue.
<b>Safety Protocols</b>	Cleaning	Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.	Required	All cleaning and disinfection products will be stored in locked janitorial closets in accordance with existing guidance.
<b>Safety Protocols</b>	Cleaning	Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.	Required	Addressed separately through Communicable Diseases Disinfection Guidelines
<b>Safety Protocols</b>	Cleaning	Libraries, computer labs, arts, and other hands- on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.	Required	Addressed separately through Communicable Diseases Disinfection Guidelines
<b>Safety Protocols</b>	Cleaning	Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities	Required	Addressed separately through COVID-19 Cleaning Procedures for cleaning staff
<b>Safety Protocols</b>	Cleaning	Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.	Required	This will be done at the end of each class period by students before they leave their desks if others will use them once they leave the classroom.
<b>Safety Protocols</b>	Food Service, Gathering and Extra Curriculars	Prohibit indoor assemblies that bring together students from more than one classroom	Required	Assemblies will not be used.

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## STRONGLY RECOMMENDED ELEMENTS

Category	Sub Category	Element	Priority	Combined Notes
Operations	Budget, Food Service, Enrollment and Staffing	Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.	Strongly Recommended	Master schedule creation is in progress but requires additional detail from MDE on pupil accounting rules for virtual instruction.
Operations	Budget, Food Service, Enrollment and Staffing	Support schools in assessing student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).	Strongly Recommended	Schools are assessing arrival on a site-by-site basis.
Operations	Budget, Food Service, Enrollment and Staffing	Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.	Strongly Recommended	The Office of Partnerships will develop a method to collect feedback, and work to coordinate with external providers/partners. The District has already been working with United Way to create a partnership asset interactive map to match resources specific to neighborhoods/schools.
Operations	Budget, Food Service, Enrollment and Staffing	Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.	Strongly Recommended	The District is engaging principals to create revised student schedules to meet required COVID-19 accommodations. Schools will be permitted to adjust budgets to address additional requirements as necessary through the established add-on process.
Operations	Budget, Food Service, Enrollment and Staffing	Communicate any student enrollment or attendance policy changes with school staff and families.	Strongly Recommended	As schedules are finalized, parents and families will receive communications regarding enrollment or attendance requirements.
Operations	Budget, Food Service, Enrollment and Staffing	<ul style="list-style-type: none"> <li>- Support schools in conducting staff and student outreach to understand who is coming back.</li> <li>- For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.</li> <li>- Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).</li> <li>- For students, this should include those with preexisting conditions who may need a remote learning environment.</li> </ul>	Strongly Recommended	Schools are conducting site-specific outreach to determine which students plan to return in person and virtually and to account for any staff who may separate as a result of not returning in the fall.
Operations	Budget, Food Service, Enrollment and Staffing	Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.	Strongly Recommended	The Labor Relations team will work with unions if/when current job responsibilities need to change due to COVID-19 safety strategies.
Operations	Budget, Food Service, Enrollment and Staffing	Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.	Strongly Recommended	The District is willing to consider options through negotiations with unions.

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<b>Operations</b>	Budget, Food Service, Enrollment and Staffing	Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.	Strongly Recommended	Updates on back-to-school information will be provided through regular channels including school and District websites, robo-alerts, emails, etc.
<b>Operations</b>	Budget, Food Service, Enrollment and Staffing	Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.	Strongly Recommended	The Office of General Counsel is regularly consulted regarding issues related to the District's reopening plan.
<b>Operations</b>	Budget, Food Service, Enrollment and Staffing	Inventory how many substitute teachers are available.	Strongly Recommended	The District annually assesses its needs for substitutes and plans accordingly for additional substitutes.
<b>Operations</b>	Budget, Food Service, Enrollment and Staffing	Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.	Strongly Recommended	Staff handbooks are available digitally. Student handbooks are not distributed.
<b>Operations</b>	Budget, Food Service, Enrollment and Staffing	Work with school leaders to orient new school staff to any operational changes.	Strongly Recommended	Prior to students returning, school leaders will orient staff to any operational changes in buildings.
<b>Operations</b>	Busing and Student Transportation	Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.	Strongly Recommended	The Transportation Department and ESE department work closely to assess IEP needs and plan accordingly.
<b>Operations</b>	Busing and Student Transportation	(When closure) Utilize buses to provide food service and delivery of instructional materials where possible	Strongly Recommended	The District will have bus routes prepared to provide food delivery to medical fragile students in the event of a closure of schools. In addition, transportation vendors will be leveraged to deliver instructional material to students as needed.
<b>Operations</b>	Busing and Student Transportation	Finalize bus procedures for bus drivers and students that are informed by public health protocols.	Strongly Recommended	The District will provide training to all transportation personnel detailing the protocols as it relates to PPE, cleaning, disinfecting, social distancing and other transportation related safety matters.
<b>Operations</b>	Busing and Student Transportation	Finalize bus procedures for bus drivers and students that are informed by public health protocols.	Strongly Recommended	The District will provide training to all transportation personnel detailing the protocols as it relates to PPE, cleaning, disinfecting, social distancing and other transportation related safety matters.
<b>Operations</b>	Busing and Student Transportation	Inventory bus drivers to understand the extent of high-risk populations.	Strongly Recommended	The District will work closely with all transportation vendors and track active contracted employees and demographic data by work location and services being provided.
<b>Operations</b>	Busing and Student Transportation	Inventory bus drivers to understand the extent of high-risk populations.	Strongly Recommended	The District will work closely with all transportation vendors and track active contracted employees and demographic data by work location and services being provided.
<b>Safety Protocols</b>	Busing and Student Transportation	If a driver becomes sick during the day, they should follow protocols for sick staff	Strongly Recommended	Transportation drivers will complete self-screening checklists. In the event of

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		outlined above and should not return to drive students.		illness, substitute drivers will be used to transport students.
<b>Operations</b>	Busing and Student Transportation	Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.	Strongly Recommended	The Transportation department and the ESE department collaborate regularly to assess the needs of students with IEPs and adjusts services as needed.
<b>Operations</b>	Busing and Student Transportation	Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as: <ul style="list-style-type: none"> <li>- How many buses are or could be made available in the district?</li> <li>- How much variation is there in the size and maximum capacity of buses in the district?</li> <li>- How have the buses been currently or historically used (i.e., transportation to/from school, transportation for multiple schools, athletic events, food service delivery)?</li> <li>- How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?</li> </ul>	Strongly Recommended	The District will work closely with all transportation vendors and maintains information on available transportation options, available drivers, and options for other routes.
<b>Safety Protocols</b>	Cleaning	Libraries, computer labs, arts, and other hands-on classrooms should undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution. Efforts must be made to minimize sharing of materials between students, as able.	Strongly Recommended	Addressed separately through Communicable Diseases Disinfection Guidelines
<b>Instruction</b>	Communication & Family Supports	Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with: <ul style="list-style-type: none"> <li>- Training about how to access and use the school's chosen digital systems and tools;</li> <li>- Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;</li> <li>- Opportunities to build their digital literacy; and</li> <li>- Strategies to support their child's learning at home.</li> </ul>	Strongly Recommended	The District will develop videos to support students and parents through this process. The District will also use the Parent Academy as a vehicle to promote the use of the online learning tools.
<b>Operations</b>	Facilities	Audit all school buildings with a focus on: <ul style="list-style-type: none"> <li>- How many classrooms are available;</li> <li>- The size of each classroom;</li> <li>- Additional spaces that are available (e.g., gym, lunchroom, auditorium); and</li> <li>- The ventilation in each classroom</li> </ul>	Strongly Recommended	Audits of school buildings have already been completed
<b>Operations</b>	Facilities	Audit school security protocols to decide if any process changes need to be implemented.	Strongly Recommended	Audits of security protocols will be conducted in conjunction with the possibility of opening additional entrances and exits.

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<b>Safety Protocols</b>	Food Service, Gathering and Extra Curriculars	If possible, school-supplied meals should be delivered to classrooms with disposable utensils.	Strongly Recommended	As per the District's regular practice, disposal utensils will be used to serve food. Students will report to the lunchroom to collect prepackaged meals for classroom consumption.
<b>Safety Protocols</b>	Food Service, Gathering and Extra Curriculars	Students, teachers, and cafeteria staff wash hands before and after every meal.	Strongly Recommended	In accordance with Serv Safe certification standards, all school nutrition staff will continue to wash their hands during food service activities. Staff and students will also be encouraged to wash hands using soap and water prior to eating. Hand sanitizer will also be made available to promote this practice.
<b>Safety Protocols</b>	Food Service, Gathering and Extra Curriculars	Classrooms or outdoor areas should be used for students to eat meals at school, if distancing guidelines cannot be met	Strongly Recommended	Kindergarten through eighth grade students will eat in classrooms. Lunch schedules will be modified to support social distancing in high school cafeterias in addition to classroom lunch options. This is an area that will be discussed with unions.
<b>Safety Protocols</b>	Food Service, Gathering and Extra Curriculars	If cafeterias must be used, meal times should be staggered to create seating arrangements with six feet of distance between students. Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks. Students, teachers, and food service staff should wash hands before and after every meal.	Strongly Recommended	Per Serv Safe guidelines, OSN staff regularly replace gloves during food service operations and will continue to do so. The District will utilize signage and floor marking to enforce social distancing and high school will employ use of staggered lunch times to maximize spacing between students and to remind students of handwashing routines.
Instruction	Governance	Create a district Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to: <ul style="list-style-type: none"> <li>- Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.</li> <li>- Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.</li> <li>- Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.</li> </ul>	Strongly Recommended	The District was aware of teacher, student, and parent feedback during and after online learning. The District has since invested in a more sophisticated learning system platform to organize the curriculum and assignments. Each student will also have a tablet and internet access. However, the District will make this feedback process more explicit over the summer to gain additional insight into the online learning process for next year.
<b>Safety Protocols</b>	Hygiene	Students and teachers must have scheduled handwashing with soap and water every 2-3 hours.	Strongly Recommended	Students and teachers will have access to hand sanitizer and restrooms for frequent hand washing.
<b>Safety Protocols</b>	Hygiene	Students should wash their hands or use hand sanitizer after changing any classroom; teachers in the classroom should wash their hands or use sanitizer	Strongly Recommended	Restrooms will be stocked with soap and signage will be placed throughout District facilities to remind students and staff of proper handwashing as recommended by the CDC. Sanitizer will be available in

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		every time a new group of students enters their room.		each classroom when students change classes.
<b>Safety Protocols</b>	Hygiene	Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques	Strongly Recommended	Signage/posters and videos/trainings will be provided to remind students and staff on healthy habits.
<b>Safety Protocols</b>	Hygiene	Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe	Strongly Recommended	Signage/posters and videos/trainings will be provided to remind students and staff on healthy habits.
<b>Safety Protocols</b>	Hygiene	Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.	Strongly Recommended	This will be communicated to students and families. Students will be expected to keep their belongings with them unless they have a personal locker or cubby.
<b>Instruction</b>	Instruction	Activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources	Strongly Recommended	The District plans to engage in hybrid learning and awaits clear guidance from MDE on guidelines for pupil accounting for such programs at scale.
<b>Instruction</b>	Instruction	Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.	Strongly Recommended	Annual IEP reviews are in progress and will be assessed with special attention paid to services not administered during the prior school closure periods.
<b>Instruction</b>	Instruction	Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.	Strongly Recommended	Existing checkpoints exist between school leaders and Curriculum and Instruction to monitor curriculum pacing and provide suggested monitoring foci throughout the year.
<b>Instruction</b>	Instruction	Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers	Strongly Recommended	The District will develop this plan and communicate it to parents.
<b>Instruction</b>	Instruction	Ensure that every student: - Has access to standards-aligned, grade- level instruction, including strategies to accelerate student learning; - Is assessed to determine student readiness to engage in grade-level content; and - Is offered scaffolds and supports to meet their diverse academic and social-emotional needs.	Strongly Recommended	The District's academic strategy relies on standards-aligned, high-quality materials and accompanying assessments that allow teachers and school leaders to readily assess student needs and progress, as well as provide appropriate scaffolds and supports.
<b>Instruction</b>	Instruction	If hybrid, activate plans to monitor and assess the following: Connectivity and Access: Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork. Attendance:	Strongly Recommended	Ongoing auditing of student and family connectivity is part of our Connected Futures Initiative.  Systems will be used to monitor student engagement and track attendance once additional guidance is issued from MDE as to how attendance should be

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		<p>Develop systems to monitor and track students' online attendance on a daily basis.</p> <p>Student Work: Teachers will assess the quality of student work and provide feedback to students and families. Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.</p>		<p>monitored in hybrid environments at scale.</p> <p>The District will develop the means to provide feedback on teacher quality through the experience of students.</p>
<b>Instruction</b>	Instruction	Inventory all intervention programs and services available to students on the district and school level and identify any gaps.	Strongly Recommended	The District regularly reviews intervention programs and services and adjusts as necessary.
<b>Instruction</b>	Instruction	<p>Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:</p> <ul style="list-style-type: none"> <li>- Best practices for blended or remote learning;</li> <li>- Grade-level proficiencies;</li> <li>- Modes of student assessment and feedback</li> <li>- Differentiated support for students;</li> <li>- The inclusion of social-emotional learning; and</li> <li>- Guidance around daily instructional time and workload per different grade bands to ensure consistency for students</li> </ul>	Strongly Recommended	Requires updated guidance on remote learning from MDE for pupil accounting
<b>Instruction</b>	Instruction	Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs	Strongly Recommended	The District recently underwent successful adoptions and procurement of standards-aligned, best-in-class instructional materials that include resources for differentiation and support. These resources will be used as a foundation for any remote learning activities.
<b>Instruction</b>	Instruction	<p>Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.</p> <ul style="list-style-type: none"> <li>- Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.</li> <li>- Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.</li> </ul>	Strongly Recommended	IEP, IFSP, and 504 plan reviews are in progress and will be assessed with special attention paid to services not administered during the prior school closure periods.
<b>Instruction</b>	Instruction	Secure supports for students who are transitioning to postsecondary.	Strongly Recommended	The District provided every senior a device and internet access through its Connected Futures initiative.

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<b>Instruction</b>	Instruction	<p>Set an instructional vision that ensures that:</p> <ul style="list-style-type: none"> <li>- Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.</li> <li>- Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.</li> <li>- Every students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students</li> </ul>	Strongly Recommended	The District has an established Vision of Excellent Instruction that drives academic planning and student support decisions.
<b>Instruction</b>	Instruction	Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.	Strongly Recommended	The District relies on translation services to send critical communication home to students and families.
<b>Safety Protocols</b>	Medically Vulnerable Students and Staff	Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.	Strongly Recommended	Reviews of plans and accommodations are in progress and ongoing.
<b>Safety Protocols</b>	Medically Vulnerable Students and Staff	Create a process for students/families and staff to self-identify as high risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.	Strongly Recommended	The District plans to empower parents to decide if they would like their student to have face to face or online learning instruction. Each student will be engaged to determine if special needs must be addressed due to COVID-19 related home challenges.
<b>Mental &amp; Social-Emotional Wellbeing</b>	Mental & Social-Emotional Wellbeing	Encourage the identification of a point person or establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.	Strongly Recommended	The District will explore ways to centralize mental health referrals, communications to families and public-facing wellness materials to the best extent possible. Cares Act funding will expand the use of contracted social workers and nurses. A person at each school will lead this effort and commitment.
<b>Mental &amp; Social-Emotional Wellbeing</b>	Mental & Social-Emotional Wellbeing	Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).	Strongly Recommended	An existing crisis management plan exists and is maintained by the Office of Schools and Risk Management.
<b>Mental &amp; Social-Emotional Wellbeing</b>	Mental & Social-Emotional Wellbeing	Provide resources for staff self-care, including resiliency strategies.	Strongly Recommended	Training will be offered to staff in this area.
<b>Mental &amp; Social-</b>	Mental & Social-	Activate communication channels for school stakeholders to address mental	Strongly Recommended	During the school Closures, a Mental Health Support Line was added as a

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<b>Emotional Wellbeing</b>	Emotional Wellbeing	health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).		<p>service for students and families. This support is staffed by school social workers, trained in addressing trauma, grief, and resource determination. students</p> <p>In addition, information will be shared with stakeholders to access local and national mental health resources (including the Detroit Wayne Mental Health Authority).</p>
<b>Mental &amp; Social-Emotional Wellbeing</b>	Mental & Social-Emotional Wellbeing	Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.	Strongly Recommended	The District will identify a school level employee to coordinate mental health analysis and outreach for students.
<b>Mental &amp; Social-Emotional Wellbeing</b>	Mental & Social-Emotional Wellbeing	Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.	Strongly Recommended	Information about wellness and resources for students and staff will be placed on school and District websites and promoted through District social media and robo-alerts.
<b>Mental &amp; Social-Emotional Wellbeing</b>	Mental & Social-Emotional Wellbeing	Encourage schools to implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.	Strongly Recommended	The District will develop a system to use all personnel available to engage students on mental health status and then provide as many resources as possible to support students' needs.
<b>Mental &amp; Social-Emotional Wellbeing</b>	Mental & Social-Emotional Wellbeing	Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.	Strongly Recommended	School-based teams will receive guidance on how staff can work with School Social Workers and other support staff to share referral information as necessary.
<b>Mental &amp; Social-Emotional Wellbeing</b>	Mental & Social-Emotional Wellbeing	<p>Communicate with parents and guardians, via a variety of channels, return to school transition information including:</p> <ul style="list-style-type: none"> <li>- Destigmatization of COVID-19;</li> <li>- Understanding normal behavioral response to crises;</li> <li>- General best practices of talking through trauma with children; and</li> <li>- Positive self-care strategies that promote health and wellness.</li> </ul>	Strongly Recommended	<p>Sessions on self-care and caring for others in a crisis are already scheduled in coordination with the UofM TRAILS team.</p> <p>The District also plans to coordinate with School-Based Health Centers to provide information and support.</p>
<b>Mental &amp; Social-Emotional Wellbeing</b>	Mental & Social-Emotional Wellbeing	Establish ongoing reporting protocols for school staff to evaluate physical and mental health status	Strongly Recommended	The District will explore the possibility of collecting snapshot data (ie. # of students absent due to COVID, # of students screened for mental illness, # of referrals for mental illness, specific items related to staff, etc.) that can be reviewed periodically.
<b>Mental &amp; Social-</b>	Mental & Social-	Provide all staff with timely, responsive, and ongoing training/professional	Strongly Recommended	Sessions on self-care and caring for others in a crisis are already scheduled in

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<b>Emotional Wellbeing</b>	Emotional Wellbeing	development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.		<p>coordination with the U of M TRAILS team.</p> <p>The District also plans to coordinate with School-Based Health Centers to provide information and support.</p>
<b>Instruction</b>	Professional Learning	<p>Create a plan for professional learning and training, with goals to:</p> <ul style="list-style-type: none"> <li>- Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;</li> <li>- Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and</li> <li>- Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.</li> </ul>	Strongly Recommended	The District has developed an equity team and has facilitated training to address these requirements. More emphasis will be placed on online learning bias.
<b>Instruction</b>	Professional Learning	<p>Provide adequate time for schools and educators to engage in:</p> <ul style="list-style-type: none"> <li>- Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;</li> <li>- Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year;</li> <li>- Identify students who potentially need additional support; and</li> <li>- Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.</li> </ul>	Strongly Recommended	The District calendar allows for school-based planning prior to the return of students in September.
<b>Safety Protocols</b>	Spacing and Movement	As feasible, arrange all desks facing the same direction toward the front of the classroom.	Strongly Recommended	In addition to the reduced number of occupants, classrooms will be arranged in a manner that promotes social distancing to the fullest extent possible.
<b>Operations</b>	Technology	Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.	Strongly Recommended	All technology leaders are accessible via the District's internal Hub
<b>Operations</b>	Technology	Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology. (For example, the existing parent organization may be able to fulfill this role).	Strongly Recommended	Human IT is available as a support for families at home with general technology needs
<b>Operations</b>	Technology	Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.	Strongly Recommended	Processes for triaging devices will be developed.

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<b>Operations</b>	Technology	(When Closure) Deploy digital learning devices and move to virtual learning.	Strongly Recommended	The District is prepared to issue additional devices, if needed, beyond the Connected Futures devices.
<b>Operations</b>	Technology	- Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should include: - Safely bagging devices collected at schools; - Sanitizing the devices prior to a repair or replacement evaluation; - Ordering accessories that may be needed over the summer; and - Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.	Strongly Recommended	The District is prepared to issue additional devices, if needed, beyond the Connected Futures devices while meeting the cleaning standards described here.
<b>Operations</b>	Technology	Identify an asset tracking tool.	Strongly Recommended	The District will have an asset tracking tool if devices need to be provided beyond Connected Futures devices.
<b>Operations</b>	Technology	Identify a vendor to assist with processing, returning, and maintaining devices, if needed.	Strongly Recommended	The District is in a position to facilitate this process.
<b>Operations</b>	Technology	(When Closure) Communicate consistent procedures for return and inventory of school owned devices as part of a return to school technology plan. The procedures should include: - Safely bagging devices collected at schools; - Transporting them to a central location; - Sanitizing the devices prior to a repair or replacement evaluation; and - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.	Strongly Recommended	The District is prepared to issue additional devices, if needed, beyond the Connected Futures devices while meeting the cleaning standards described here.
<b>Operations</b>	Technology	Designate a single point of contact in each school to plan and communicate with district technology teams.	Strongly Recommended	The District has identified "Microsoft Teams Champions" at school sites and will explore the expansion of these roles to allow for two-way communication between school and district technology teams.
<b>Operations</b>	Technology	Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.	Strongly Recommended	This information is collected via the Connected Futures deployment process.
<b>Operations</b>	Technology	Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.	Strongly Recommended	The IT team continues to gather lessons learned and they will be included as the District develops remote learning plans.
<b>Operations</b>	Technology	Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.	Strongly Recommended	The District will use a school-based administrator at each school for this purpose as we develop our inventory plan.

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<b>Operations</b>	Technology	Identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.	Strongly Recommended	The District completed this informal analysis after online learning. This led to the purchase of curriculum materials that could be used online and an online platform system. The District has already developed a long-term technology plan.
<b>Operations</b>	Technology	Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.	Strongly Recommended	The District will use a combination of the existing Curriculum and Instruction internal Hub site, as well as the new Learning Management System to house and share materials that are high-quality and standards aligned.
<b>Safety Protocols</b>	Testing Protocol	Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing.	Strongly Recommended	All staff will wear a mask. If ill, then a staff member will be asked to go home. If a staff member needs support, then family will be contacted. Employee will be asked to test if symptoms continue.

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