

**UNITED STATES DISTRICT COURT  
EASTERN DISTRICT OF MICHIGAN  
SOUTHERN DIVISION**

BENJAMIN ROYAL, in his official capacity  
as Executive Board Member of the Detroit  
Federation of Teachers, *et al.*,

Plaintiff,

v.

DETROIT PUBLIC SCHOOLS  
COMMUNITY DISTRICT and  
DPSCD SUPERINTENDENT  
NIKOLAI VITTI,  
in his official capacity,

Defendants.

Wayne County Circuit Court  
Case No.: 20-009088-CZ  
Hon. Martha M. Snow

U.S.D.C. Case. No.  
Hon:

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and Dr. Nikolai P. Vitti

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**DEFENDANTS DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT  
AND DPSCD SUPERINTENDENT NIKOLAI VITTI'S  
NOTICE OF REMOVAL TO THE UNITED STATES DISTRICT COURT  
FOR THE EASTERN DISTRICT OF MICHIGAN, SOUTHERN DIVISION**

PLEASE TAKE NOTICE that Defendants Detroit Public Schools Community District (DPSCD) and DPSCD Superintendent Nikolai Vitti (Defendants), by their undersigned counsel, hereby remove this action entitled, Benjamin Royal in his official capacity as Executive Board Member of the Detroit Federation of Teachers, *et al.*, vs. Detroit Public Schools Community District and DPSCD Superintendent Nikolai Vitti, in his official capacity, to the United States District Court for the Eastern District of Michigan, Southern Division, and in support thereof files this notice of removal for the following reasons:

1. On July 20, 2020 Plaintiffs commenced an action against Defendants, entitled Benjamin Royal, *et al.*, vs. Detroit Public Schools Community District and DPSCD Superintendent Nikolai Vitti, in his official capacity, in the Wayne County Circuit Court, Case No. 20-009088-CZ, assigned to Judge Martha M. Snow.

2. Defendants were served on July 20, 2020, with the attached Class Action

Complaint for Declaratory and Injunctive Relief and Petition for Writ of Mandamus, for Violation of Civil Rights(Complaint)(Exhibit A), and Plaintiff's Motion for Ex Parte Temporary Restraining Order, Writ of Mandamus, and Order to Show Cause Why a Preliminary Injunction Should Not Issue (Exh. B).

3. This Notice of Removal is being filed within 30 days after the receipt by Defendants of Plaintiffs' Complaint as required by 28 U.S.C. §1446(b) and is timely.

4. This Court has jurisdiction over this case based on federal question jurisdiction pursuant to 28 U.S.C. §1331.

5. This Court has supplemental jurisdiction over the state law claims in the case pursuant to 28 U.S.C. §1367(a).

6. Plaintiffs seek class certification.

7. For their federal law claims, Plaintiffs allege substantive due process - bodily integrity violations in violation of the Fourteenth Amendment of the United States Constitution, and Equal Protection-Race Discrimination violations, also in violation of the of Fourteenth Amendment of the United States Constitution. (Exhibit A, Counts III and V).

8. For their state law claims, Plaintiffs allege violations of the Michigan Constitution, Article I, Sec. 17 Substantive Due Process- Bodily Integrity, violations of the Michigan Constitution Article I, Sec. 2 Equal Protection – Racial Discrimination, violation of the Michigan Constitution, Art. VIII, Sec. 2 Nondiscrimination in Education, and violation of the Elliot-Larsen Civil Rights Act, (Exhibit A, Counts II, IV, VI, VII).

9. Plaintiffs include a prayer for injunctive relief class, a declaration that the conduct of Defendants is unconstitutional, injunctive relief ordering Defendants not to resume in-person school instruction for Summer, 2020, and an order for attorney fees and expenses.

10. Plaintiffs’ state law claims arise from the same common nucleus of operative facts and are so intertwined with and related to Plaintiffs’ federal claims that they form part of the same case or controversy as those federal claims, over which this Court has original jurisdiction.

11. Venue is proper pursuant to 28 U.S.C. §1391 because Wayne County, Michigan, is contained within the Eastern District of Michigan, Southern Division.

12. All the prerequisites have been met for this civil action to be removed to this Court by Defendants pursuant to 28 U.S.C. §1441(a) and (b).



13. Defendants will give written notice of the filing of this notice of removal to all adverse parties, and will file a copy of this notice of removal with the Circuit Court for the County of Wayne, as required by 28 U.S.C. §1446(d).

14. Defendants file this notice of removal and removes this action to the United States District Court for the Eastern District of Michigan. Plaintiffs are notified to proceed no further in state court unless or until the case is remanded by order of said United States District Court.

Respectfully submitted,

DETROIT PUBLIC SCHOOLS  
COMMUNITY DISTRICT OFFICE OF  
THE GENERAL COUNSEL

/s/Theophilus E. Clemons

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### **CERTIFICATE OF SERVICE**

The undersigned hereby certifies that on July 20, 2020, the following documents were served on Plaintiff's counsel Shanta Driver via e-mail to [shanta.driver@ueaa.net](mailto:shanta.driver@ueaa.net), and U.S. Mail at her address of record: 1) DEFENDANTS DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT AND DPSCD SUPERINTENDENT NIKOLAI VITTI'S NOTICE OF REMOVAL TO THE UNITED STATES DISTRICT COURT FOR THE EASTERN DISTRICT OF MICHIGAN, SOUTHERN DIVISION with Exhibits, and 2) Civil Cover Sheet and 3) CERTIFICATE OF SERVICE.

/s/ Theophilus E. Clemons

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# Exhibit A

**STATE OF MICHIGAN**  
**IN THE CIRCUIT COURT FOR THE COUNTY OF WAYNE**

Benjamin Royal; Nicole Conaway; Elizabeth St. Clair individually and as next friend of Jordan St. Clair, India Worthy, and Hunter Thomas; Tracy Brown; Kenshawn Seibert; Famika Edmond individually and as next friend of Autumn Carr; Tiffany Jackson individually and as next friend of Tevares Jenkins; Equal Opportunity Now/By Any Means Necessary (EON/BAMN); and the Coalition to Defend Affirmative Action, Integration, and Immigrant Rights and Fight for Equality By Any Means Necessary (BAMN); all on behalf of themselves and a class of all others similarly situated,

Plaintiffs,

vs.

Detroit Public Schools Community District (DPSCD) and DPSCD Superintendent Nikolai Vitti in his official capacity,

Defendants.

Case No.: 20-Hon.

Case classification  
 Code: CZ

**CLASS ACTION COMPLAINT  
 FOR DECLARATORY AND  
 INJUNCTIVE RELIEF AND  
 PETITION FOR WRIT OF  
 MANDAMUS, FOR VIOLATION  
 OF CIVIL RIGHTS**

- **Michigan Constitution, art. I, § 17 (Substantive Due Process – Bodily Integrity)**
- **42 U.S.C. § 1983 (14th Amendment Substantive Due Process – Bodily Integrity)**
- **Michigan Constitution, art. I, § 2 (Equal Protection)**
- **42 U.S.C. § 1983 (14th Amendment Equal Protection)**
- **Michigan Constitution, art. VIII, § 2 (Nondiscrimination in Education)**
- **Elliott-Larsen Civil Rights Act**
- **Michigan Executive Order 2020-142 (COVID-19)**

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CLASS ACTION COMPLAINT FOR DECLARATORY AND INJUNCTIVE RELIEF AND  
 PETITION FOR WRIT OF MANDAMUS, FOR VIOLATION OF CIVIL RIGHTS

**COMPLAINT AND PETITION FOR WRIT OF MANDAMUS**

A civil action between these parties or other parties arising out of the transaction or occurrence alleged in the complaint has been previously filed in the Michigan Court of Claims, where it was given case number 20-000133-MM and was assigned to Judge Cynthia Diane Stephens. The action remains pending. The Court of Claims has indicated it will not assume jurisdiction over the DPSCD Defendants in that action. The immediate irreparable harm by the DPSCD Defendants to Detroit children, teachers, staff, and families requires immediate court action.

/s/ Shanta Driver

Pursuant to the Federal Rules of Civil Procedure, Plaintiffs, by and through their attorneys, state as follows:

**INTRODUCTION**

1. The plaintiffs are asking this Court to issue a writ of mandamus and/or declaratory and injunctive relief to prevent the Defendant Detroit Public School Community District (DPSCD) and Superintendent Nikolai Vitti from continuing with the reopening of 26 DPSCD schools for in-person summer-school instruction that began on July 13, 2020, in violation of Governor Whitmer's school-shutdown Executive Order 2020-142 and Centers for Disease Control and Prevention (CDC) guidelines.
2. Since the outbreak of the COVID-19 pandemic, schools have been closed throughout Michigan to prevent the infection of children and the spread of the virus. Executive Order 2020-142 provides a set of minimum requirements for school districts in Michigan to resume in-person instruction during the 2020-21 school year. It does not provide for resuming school during Summer 2020. Further, it orders that schools are to remain closed until a district's school board approves a Preparedness Plan in conformity with the Order's minimum requirements.

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CLASS ACTION COMPLAINT FOR DECLARATORY AND INJUNCTIVE RELIEF AND  
PETITION FOR WRIT OF MANDAMUS, FOR VIOLATION OF CIVIL RIGHTS

3. DPSCD resumed in-person instruction for Detroit's children on July 13, 2020, with little forewarning and without preparation, and with a Preparedness Plan that was released on July 12, 2020 and had not yet been approved by its board of education. As detailed further in this Complaint, the putative Preparedness Plan does not conform to guidelines by the Centers for Disease Control and Prevention (CDC), and Defendants have failed to implement the measures within it.
4. DPSCD is doing exactly what Dr. Anthony Fauci, Director of the National Institute of Allergy and Infectious Diseases, warned would result in disastrous consequences.<sup>1</sup> It has approached the reopening of Detroit public schools in a completely "cavalier" manner, acting on the basis of political exigencies and not science and showing no concern for the lives of the district's students, teachers and school staff.
5. At the very moment that school districts in New York, Los Angeles, San Diego and other large urban centers are refusing to bow to the bullying and threats of the Trump administration and refusing to comply with his policy of starting in-school face-to-face classroom education immediately, Michigan's and Detroit's political leaders are carrying out Trump's insane policy of dismissing the recommendations of public health officials and reopening DPSCD without even minimal safety measures in place.
6. The district's decision will refuel the resurgence and spread of the Coronavirus in Detroit and turn Michigan into another California, where schools were closed but the state was

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<sup>1</sup> "We don't know everything about this virus and we really better be pretty careful, particularly when it comes to children... I think we better be careful [that] we are not cavalier in thinking that children are completely immune from the deleterious effects." ("Fauci urges caution on schools, warns against 'cavalier' idea that children are immune from COVID-19" Fox6now.com, May 12, 2020. Available at: <https://fox6now.com/2020/05/12/fauci-urges-caution-on-schools-warns-against-cavalier-idea-that-children-are-immune-from-covid-19/> )

reopened too quickly and it is now experiencing a major outbreak of the virus. As things stand now, DPSCD is consciously creating a cataclysmic man-made health disaster which DPSCD and Superintendent are allowing to take place.

7. The May 17, 2020 reopening of schools in Israel has been a disaster. Israel now has a higher rate of new COVID-19 cases per capita than even the United States. In the first two weeks of July, 393 kindergartens and schools open for summer programs have been shuttered due to cases of COVID-19. Udi Kliner, the deputy director of public-health services for Israel's health ministry, said, "1,400 Israelis were diagnosed with the disease [in June]. Of those, 185 caught it at events such as weddings, 128 in hospitals, 113 in workplaces, 108 in restaurants, bars, or nightclubs, and 116 in synagogues,... while 657—which is to say 47 percent of the total—were infected by the coronavirus in schools."<sup>2</sup>
8. Unless this Court intervenes, DPSCD's decision to reopen the district will result in the needless debilitation and death of thousands of young people and their family members by COVID-19, and turn Detroit into the epicenter of the virus in Michigan. Detroit has been forced to suffer enough from years of well-documented racist government policies of benign neglect. The stakes are way too high this time to allow this to happen one more time.

### JURISDICTION AND VENUE

9. This Court has subject matter jurisdiction over this action for declaratory and injunctive relief pursuant to MCL § 600.605, MCR 2.605 and MCR 3.310.
10. This Court has personal jurisdiction over Defendants named herein because they are located within the State of Michigan. Superintendent Vitti is sued in his official capacity.

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<sup>2</sup> "Israeli Data Show School Openings Were a Disaster That Wiped Out Lockdown Gains," *Daily Beast*, July 14, 2020. Available at: <https://www.thedailybeast.com/israeli-data-show-school-openings-were-a-disaster-that-wiped-out-lockdown-gains>

11. Venue is proper in this Court because the wrongs alleged in this Complaint occurred in Wayne County.

12. This action is timely filed within all applicable statutes of limitation.

### PARTIES

13. Plaintiff Benjamin Royal is DPSCD teacher and an elected member of the Executive Board of the Detroit Federation of Teachers (DFT). He teaches at and is the DFT Union Building Representative for DPSCD's Maybury Elementary School. He is a member of the Equal Opportunity Now/By Any Means Necessary Caucus (EON/BAMN) and a member of the Coalition to Defend Affirmative Action, Integration, and Immigrant Rights and Fight For Equality By Any Means Necessary (BAMN). He lives in Detroit, Michigan.

14. Plaintiff Nicole Conaway is a teacher in DPSCD's Communication and Media Arts High School. She suffers from asthma and is particularly susceptible to serious illness or death from COVID-19. She applied to teach virtual summer school in DPSCD out of concern for exposure to COVID-19. Because of DPSCD's push for in-person summer school her application was rejected. She lives in Detroit, Michigan.

15. Plaintiff Elizabeth St. Clair is the mother of three children who are enrolled in DPSCD: Plaintiffs Jordan St. Clair, India Worthy, and Hunter Thomas. Jordan is a tenth grader at DPSCD's Cass Technical High School. During the week preceding July 13, 2020 opening of summer school, J.S.C. was invited to play baseball in DPSCD, which he and Ms. St. Clair refused due to fear of contracting and/or transmitting COVID-19. India is a ninth grader entering DPSCD's Detroit School of Arts (DSA). Hunter is going into kindergarten in Fall 2020. Elizabeth Clair and her three children live in Detroit, Michigan.



1 16. Plaintiff Tracy Brown is a teacher in DPSCD's McKenzie Elementary Middle School. She  
2 has underlying health conditions including high blood pressure and diabetes that make her  
3 particularly susceptible to serious illness and death from COVID-19. She also as a caregiver  
4 for her 82-year-old mother. She applied to teach virtual summer school in DPSCD out of  
5 concern for exposure to COVID-19. Because of DPSCD's push for in-person summer  
6 school her application was rejected. She lives in Roseville, Michigan.

7 17. Plaintiff Kenshawn Seibert is a bus driver at DPSCD who was directed to drive DPSCD  
8 children for in-person summer school beginning July 13, 2020 without being required to  
9 obtain a negative COVID-19 test, and without any training, hand sanitizer, masks, or  
10 instructions to protect the children from COVID-19. He lives in Detroit, Michigan.

11 18. Plaintiff Famika Edmond is the mother of Plaintiff Autumn Carr and lives in Detroit,  
12 Michigan. Autumn is enrolled in DPSCD and just completed first grade. She has a  
13 suppressed immune system and has undergone five surgeries. Autumn's condition makes  
14 her particularly susceptible to serious illness and death from COVID-19. Ms. Edmond  
15 signed up her daughter Autumn for virtual summer school at DPSCD, but instead her  
16 daughter received an in-person summer-school assignment. DPSCD did not inquire as to  
17 Autumn's health risks. She and her daughter were not provided with any safety protocols or  
18 health screening when receiving this assignment. Ms. Edmond has lost family members to  
19 COVID-19. Ms. Edmond made calls to DPSCD's hotline about safety protocols and plans  
20 and accommodations for Autumn and has received no responses. Ms. Edmond and her  
21 daughter in Detroit, Michigan.

22 19. Plaintiff Tiffany Jackson is an employee of DPSCD. She is a Clerical Level 3 at DPSCD's  
23 Communication and Media Arts High School. She is being made to work at DPSCD in-

person school sites for summer school starting July 13, 2020. She also is the mother of Plaintiff Tevares Jenkins, a child with asthma who is particularly susceptible to serious illness and death from COVID-19. His asthma is severe enough that it causes him sometimes to miss school. Ms. Jackson also has elderly grandmother who visits her frequently who is particularly susceptible to serious illness and death from COVID-19. Ms. Jackson and her son live in Detroit, Michigan.

20. Without relief from this Court, DPSCD plans to conduct the 2020-21 school year with the same disregard for the health of DPSCD children, teachers, staff, and their families, and their conduct already is facilitating an outbreak of COVID-19 which will delay further their ability to attend in-person school safely.

21. Plaintiff Coalition to Defend Affirmative Action, Integration and Immigrant Rights and Fight for Equality By Any Means Necessary (BAMN) is a nonprofit organization comprised of members who oppose racism and support equality for black, Latina/o, Arab, Asian American and other minority people, including advocating for equal treatment for the children of Detroit.

22. Plaintiff Equal Opportunity Now/BAMN (EON/BAMN) is a national teachers' union caucus committed to equality and equal rights for black, Latina/o, Arab, Asian American and other minority children, including advocating for equal treatment for the children of Detroit.

23. Defendant Detroit Public Schools Community District (DPSCD) is the Michigan school district responsible for delivering public education to children within the geographic boundaries of DPSCD. It is reopening 26 of its schools for in-person instruction for summer school in 2020, as detailed further below.

24. Defendant Nikolai Vitti is the Superintendent of DPSCD. He is carrying out the reopening of 26 of DPSCD's schools for in-person instruction for summer school in 2020. He is sued by Plaintiffs and the Class in his official capacity.

#### STATEMENT OF FACTS

25. On July 16, 2020, the United States reported more than 75,000 new COVID-19 cases, setting another one-day world record. In Michigan, just weeks after the start of "Phase 4" of Governor Whitmer's plan to reopen Michigan safely, the number of new COVID-19 patients and new deaths is on the rise. States that either never really shut down or that reopened too quickly with no mitigation plans in place, like Texas, provide an example of the disastrous consequences that occur when government officials refuse to accept the recommendations of public health officials and re-open all at once.

26. Governor Whitmer closed down public education for months. She has issued scores of Executive Orders to stop local governments from establishing policies that foster the spread of COVID-19.

27. These initial actions lowered the daily rate of COVID-19 infections for Michigan from a peak in March and April. On June 1, Governor Whitmer issued an executive order partially reopening the economy in Michigan.

28. The executive orders of Whitmer and the plans promulgated by her to gradually reopen the state, beginning with the May 7, 2020 *Michigan Safe Start Plan*, demarcate six "phases" for reopening the economy, and dividing Michigan into 8 regions that these phases could be assigned to. These phases were to be based on the trend of daily COVID-19 infections and the state of testing, contact-testing, and healthcare infrastructure to control outbreaks. It also

1 allowed for state officials to regress a given region's phase, to adapt to new outbreaks of  
2 COVID-19.

3 29. In the *Michigan Safe Start Plan* (Exhibit F), Phase 4 ("Improving") states: "This phase  
4 occurs when the number of new cases and deaths has fallen for a period of time, but overall  
5 case levels are still high. When in the Improving phase, most new outbreaks are quickly  
6 identified, traced, and contained due to robust testing infrastructure and rapid contact  
7 tracing."

8 30. Beginning in mid-June 2020, the number of daily COVID-19 cases began to rise. This was  
9 inconsistent with both "Phase 3: Flattening" (which requires that "daily new cases and  
10 deaths remain relatively constant over a time period") and Phase 4. However, the Governor  
11 and her subordinate officials have not designated any region of Michigan, including Region  
12 1 which includes Detroit, as in anything more severe than Phase 4 of the Defendants' own  
13 *Michigan Safe Start Plan*.

14 31. On June 30, 2020, Governor Whitmer issued Executive Order 2020-142 ("Provision of  
15 preK-12 education for the 2020-2021 school year") ("hereafter referred to as "Executive  
16 Order 2020-142"), only provides for reopening of schools for the 2020-21 school year and  
17 not for opening summer school in 2020.

18 32. Executive Order 2020-142 mandates Michigan school districts to devise a "Preparedness  
19 Plan" that enacts a list of specific "minimum" measures which includes: closing if the  
20 region they are in is in Phase 1, 2, or 3; if they are in Phase 4, they must enact procedures  
21 that include at minimum: protocols for testing, screening, hygiene, cleaning, athletics,  
22 busing, and student transportation, for face coverings, hand sanitizer, social distancing,  
23

cohorting of students to prevent contact between classrooms, and heightened precautions for school buses. (Exhibit G)

33. Under Executive Order 2020-142, each school district must approve this Preparedness Plan “by August 15, 2020 or seven days before the start of the school year for students, whichever comes first... *The local school district board...* must approve a district’s Preparedness Plan.” (emphasis added) Further, Executive Order 2020-142 states: “A district or nonpublic school without an approved Preparedness Plan is not permitted to open or to continue in operation for in-person instruction for the 2020-2021 school year.” (Exhibit G)

34. Governor Whitmer has been rolling back reopening plans in Michigan. On July 1, 2020, Governor Whitmer signed Executive Order 2020-143 which closes bars because “[b]ars have many features that facilitate the spread of COVID-19: they are often crowded, indoors, and poorly ventilated.”

35. On July 17, 2020, Governor Whitmer signed Executive Order 2020-154 to provide “essential protection to vulnerable Michiganders.” It provides for remote public meetings and for state government officials to conduct all business remotely.

36. The current spike in new COVID-19 cases in Michigan and the nation prompted Governor Gretchen Whitmer on July 8, 2020 to express “concern” about school resuming in-person instruction in the Fall.

37. Yet Defendants DPSCD and Superintendent Vitti are moving forward with plans to expose Detroit’s children, and only Detroit’s children, to a full reopening of schools with in-person classroom instruction which began on July 13, 2020.

38. The DPSCD Defendants had not yet approved any Preparedness Plan. The DPSCD Board of Education approved its Preparedness Plan (Exhibit G) on July 14, 2020, after the schools

1 already had opened and the exposure of DPSCD children, teachers, staff, and their families  
2 already had taken place.

3 39. Since the beginning of the pandemic, it has been clear that racism and the enforced  
4 impoverishment of the city of Detroit have caused it to bear a disproportionate brunt of the  
5 pandemic. While black people comprise 14.1 percent of the people of Michigan, they have  
6 suffered about 40 percent of the deaths from COVID-19 in Michigan.

7 40. There is no other school district in Michigan that is attempting to do a full reopening of its  
8 schools now.

9 41. While Michigan government officials work remotely, they are exposing Detroit's children  
10 and Michigan's most vulnerable to COVID-19.

11 42. The action of DPSCD is equivalent to sending miners into a coal mine even though the  
12 canary sent into the mine to test the air quality came back dead. A report written on July 8,  
13 2020 by the Center for Disease Control and Prevention (CDC), and CDC's current guidance  
14 state that in-person instruction in K-12 schools creates "the highest risk" for the spread of  
15 COVID-19. (Exhibit A, p. 2; Exhibit C)

16 43. DPSCD is opening 26 schools and is busing children from all over the city to those schools.  
17 After the Governor expressed "concern" about the majority of Michiganders returning to  
18 school in the fall, Defendants are using Detroit's black children as guinea pigs for a deadly  
19 experiment for Michigan's white citizens, with predictably fatal consequences for Detroit's  
20 black children, their teachers and school staff, and their families.

21 *The Danger of COVID-19 to Detroit's Children, Teachers, Staff, and Their Families*

22 44. DPSCD claims that it is okay to reopen the schools because children are less likely to  
23 contract COVID 19 and when they do they only suffer from mild symptoms. The primary

justification advanced by DPSCD Superintendent Vitti for the sudden reopening of schools is the claim that parents were begging him to do so. The second justification for reopening the schools is that the best way to prevent the devastating effects of the virus in the long run is to use herd immunity to inoculate a majority of Americans and prevent it from continuing to periodically resurface.

45. None of these justifications are backed by science. Dr. Fauci has repeatedly stated that we know almost nothing about how the virus affects children and it is unsafe to act on largely anecdotal evidence. (See Footnote 1)

46. What is known is that COVID-19 can cause deadly inflammation conditions in children and can result in lasting neurological and brain damage.<sup>3</sup>

47. Florida reports that 31 percent of the state's children are testing positive for COVID-19. Dr. Alina Alonso, Palm Beach County's health department director, warns that much is unknown about the long-term health consequences for children who catch COVID-19. X-rays have revealed the virus can cause lung damage in people without severe symptoms. Dr. Alonso told Florida officials: "They are seeing there is damage to the lungs in these asymptomatic children... We don't know how that is going to manifest a year from now or two years from now," Alonso said. "Is that child going to have chronic pulmonary problems or not?"<sup>4</sup>

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<sup>3</sup> "Some kids suffer mysterious brain damage from coronavirus, study finds." *New York Post*, July 6, 2020. Available at: <https://nypost.com/2020/07/06/some-kids-suffer-mysterious-brain-damage-from-coronavirus-study-finds/>

<sup>4</sup> Nearly one-third of children tested for COVID in Florida are positive. Palm Beach County's health director warns of risk of long-term damage." *South Florida Sun Sentinel*, July 14, 2020. Available at: <https://www.sun-sentinel.com/coronavirus/fl-ne-pbc-health-director-covid-children-20200714-xcdall2tsrd4riim2nwokvmsxm-story.html>

48. Detroit's children do not need to be used in another Tuskegee Experiment. Detroit's youth should not be treated as guinea pigs who can demonstrate how COVID-19 affects children who have intensive and repeated contact with other children affected by the virus.

49. A recent study on herd immunity and COVID-19 published by the Royal College in England, shows that contracting the virus does not result in immunity from future COVID-19 infections.<sup>5</sup>

50. The people responsible for reopening Detroit public schools should not be allowed to rely on untested or debunked science to justify institute policies closely related to programs to reopen DPSCD.

51. Children have been hospitalized and placed in intensive care, and have died from COVID-19. The virus's impact on children and its ability to pass on to adults via children in congregate settings is only beginning to be understood. The CDC published a study on April 2, 2020, which stated:

Information on hospitalization status was available for 745 (29%) cases in children aged <18 years and 35,061 (31%) cases in adults aged 18–64 years. Among children with COVID-19, 147 (estimated range = 5.7%–20%) were reported to be hospitalized, with 15 (0.58%–2.0%) admitted to an ICU (Figure 2). Among adults aged 18–64 years, the percentages of patients who were hospitalized (10%–33%), including those admitted to an ICU (1.4%–4.5%), were higher. Children aged <1 year accounted for the highest percentage (15%–62%) of hospitalization among pediatric patients with COVID-19. Among 95 children aged <1 year with known hospitalization status, 59 (62%) were hospitalized, including five who were admitted to an ICU. The percentage of patients hospitalized among those aged 1–17 years

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<sup>5</sup> The study from the UK shows that individuals who fight off COVID-19 see their number of antibodies peak three months after the onset symptoms but then swiftly decline, in some cases becoming undetectable. ("Immunity to Covid-19 could be lost in months, UK study suggests," The Guardian, July 12, 2020 <https://www.theguardian.com/world/2020/jul/12/immunity-to-covid-19-could-be-lost-in-months-uk-study-suggests> )



was lower (estimated range = 4.1%–14%), with little variation among age groups (Figure 2).<sup>6</sup>

52. Children in Michigan, Florida, and New York have died from COVID-19.<sup>7</sup>

53. Two U.S. research groups have reported finding nearly 300 cases of an alarming apparent side effect of COVID-19 in children called multisystem inflammation syndrome, or MIS-C, sometimes between two and four weeks after infection.<sup>8</sup> In one study, MIS-C caused 80% of children to require intensive care, 20% required mechanical ventilation, and 2% died.<sup>9</sup>

54. A Rutgers University study focused on 48 children and young adults (newborns to 21 years old) in ICUs due to COVID-19 in March and April found that more than 80 percent had chronic underlying conditions such as immune suppression, obesity, diabetes, seizures, or chronic lung disease.<sup>10</sup> Children in Detroit disproportionately suffer from these and other comorbidities.

55. In Texas, as of July 3 about 1,335 people had tested positive for COVID-19 in its child care facilities. 894 of those were staff members and 441 were children.<sup>11</sup>

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<sup>6</sup> “Coronavirus Disease 2019 in Children in United States, February 12–April 2, 2020,” CDC.gov, April 10, 2020 <https://www.cdc.gov/mmwr/volumes/69/wr/mm6914e4.htm>

<sup>7</sup> “5-year-old with rare complication becomes first Michigan child to die of COVID-19,” *Detroit News*, April 19, 2020 <https://www.detroitnews.com/story/news/local/detroit-city/2020/04/19/5-year-old-first-michigan-child-dies-coronavirus/5163094002/>.

<sup>8</sup> “What we know about coronavirus risks to school age children,” CNN.com, July 10, 2020, <https://www.cnn.com/2020/07/10/health/coronavirus-school-age-children-wellness>

<sup>9</sup> “Researchers report nearly 300 cases of inflammatory syndrome tied to Covid-19 in kids,” June 29, 2020, <https://www.statnews.com/2020/06/29/nejm-inflammation-children-covid19-misc/>

<sup>10</sup> “Multisystem Inflammatory Syndrome in U.S. Children and Adolescents,” *New England Journal of Medicine*, June 29, 2020 <https://www.nejm.org/doi/full/10.1056/NEJMoa2021680>

<sup>11</sup> “Characteristics and Outcomes of Children With Coronavirus Disease 2019 (COVID-19) Infection Admitted to US and Canadian Pediatric Intensive Care Units,” *JAMA Pediatrics*, May 11, 2020. <https://jamanetwork.com/journals/jamapediatrics/fullarticle/2766037>

<sup>11</sup> “Texas coronavirus cases top 1,300 from child care facilities alone,” CNN.com, July 6, 2020. <https://www.cnn.com/2020/07/06/health/texas-coronavirus-cases-child-care-facilities/index.html>

56. A peer-reviewed study that will shortly be released by the CDC reports that younger people aged 10 to 19 years old are more likely than any other age group to spread COVID-19 in their household. It states: “We showed that household transmission of SARS-CoV-2 was high if the index patient was 10–19 years of age,” the study says. “... The role of household transmission of SARS-CoV-2 amid reopening of schools and loosening of social distancing underscores the need for a time-sensitive epidemiologic study to guide public health policy.”<sup>12</sup>

57. Schools are the hubs by which Detroit’s families make contact with one another. The resumption of in-person instruction in DPSCD endangers all of Detroit and threatens a new outbreak that will affect all of Michigan.

*DPSCD is failing to protect children, teachers, and staff from COVID-19*

58. Every government plan of action on how to mitigate the spread of COVID 19 begins with the Centers for Disease Control and Prevention’s (CDC’s) recommendations.

59. President Donald Trump, who has made clear that he has no regard for human life and supports any racist initiatives that specifically aimed at attacking the black, Latina/o Muslim or immigrant communities, is in a continuous battle with the CDC to change its recommendations, because he understands how much weight the CDC guidance has in determining the actions of public officials.

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<sup>12</sup> Park YJ, Choe YJ, Park O, Park SY, Kim YM, Kim J, et al. Contact tracing during coronavirus disease outbreak, South Korea, 2020. *Emerg Infect Dis.* 2020 Oct. Available at: [https://wwwnc.cdc.gov/eid/article/26/10/20-1315\\_article](https://wwwnc.cdc.gov/eid/article/26/10/20-1315_article)  
Reported in “Young People Most Likely to Spread Coronavirus At Home, Large Study Finds.” *Forbes*, July 18, 2020. Available at: <https://www.forbes.com/sites/rachelsandler/2020/07/18/young-people-most-likely-to-spread-coronavirus-at-home-large-study-finds>

1 60. In a confidential report drafted by the CDC on July 8, 2020 and released to the public by the  
2 New York Times on how to safely reopen the schools, the CDC stated that the mass  
3 reopening of K-12 schools and universities would be the highest risk for the spread of the  
4 Coronavirus.

5 61. Trump has tried to bully the CDC into changing its guidelines, but on this one issue the  
6 CDC has refused to bow to Donald Trump's anti-science self serving tirades and  
7 humiliation. Because the lives of children hang in the balance, the CDC has refused to back  
8 down from its advice on school reopenings. But still Superintendent Vitti and the Detroit  
9 School Board are blithely going forward with what is obviously a disaster in the making.  
10 Detroit Mayor Michael E. Duggan has done nothing to stop this from happening.

11 62. The DPSCD reopening plan ignores or bastardizes every CDC recommendation on how to  
12 safely reopen schools. (See Figure A below, comparing the CDC's recommendations to  
13 DPSCD's plan and to DPSCD's implementation.)

14 63. Most of the CDC recommendations are commonsensical. For example, the CDC focuses on  
15 the importance of mass, repeated, and regular testing, in order to minimize the chance that  
16 someone entering a school could unknowingly spread the virus to others. School reopenings  
17 in China and Germany were predicated on the virus being much more contained in the  
18 general community than it is in Michigan now, and their schools conducted mass, regular  
19 COVID-19 testing and screening of both students and staff.

20 64. In contrast, DPSCD has only asked teachers to provide a negative test result before they  
21 begin teaching summer school; meanwhile, students and school staff are not being tested  
22 before they enter the schools, and there is no plan for anyone to be tested after school begins  
23 in order to be ahead of any outbreak.

1 65. COVID-19 is communicated by droplets and possibly is airborne, and it is more able to  
2 spread when people spend hours indoors. This is exacerbated in summer school, when  
3 facilities recirculate the air via air-conditioning systems during hot weather.

4 66. The CDC states that COVID-19 is asymptomatic and can still be transmitted for 2 to 14  
5 days after initial exposure. By the time someone shows symptoms for COVID-19 and gets  
6 tested, which furthermore can take 48 hours to process, that person will have already  
7 exposed countless numbers of people within school buses and the school building over the  
8 previous 14 days.

9 67. DPSCD has no plan to close schools in the event of a positive COVID-19 test; DPSCD's  
10 plan is to "advise" people to "self-quarantine" if they had "close contact" with a person with  
11 a confirmed positive COVID-19 test. DPSCD has expressly told employees that their  
12 voluntary self-quarantine must be counted against their paid sick-leave, even though it is a  
13 communicable disease.

14 68. An essential first measure to be employed to mitigate against the rapid spread of the virus  
15 and to protect students, teachers, and staff from contracting the virus is to conduct mass  
16 testing of students, teachers and staff prior to opening the schools.

17 69. DPSCD's reopening of schools has been carried out with haste, little forewarning and  
18 preparation, and with willful disregard toward the health and safety of Detroit children and  
19 staff. If DPSCD gets away with this atrocity, a month from now, it will be safer to be on a  
20 cruise ship than to be a student in a Detroit school. The decision to reopen Detroit schools  
21 was announced on July 9, 2020, that DPSCD was going to reopen 26 schools and provide  
22 approximately 2,000 students with in-person instruction on July 13. Teachers who had  
23 signed up for summer schools were told on or about the beginning of the week of July 6 that

1 the schools would be reopening. Any reopening plan must educate teachers, students and  
2 staff on the nature of the virus and why basic safety measures such as handwashing and  
3 social distancing can help limit the spread of the virus. DPSCD provided a short PowerPoint  
4 video to “train” the teachers. The short video was nothing more than a cynical charade to  
5 allow the district to say that it had conducted teacher training before the school opened. It  
6 did not provide teachers with guidance on how to explain why students need to wear masks  
7 at all times and maintain a safe distance between themselves and their friends. Elementary  
8 students are going to need lots of monitoring, but there is nothing in the DPS plan that states  
9 how this will be done. As things stand now, teachers are supposed to provide one training on  
10 safety the first day of school. Parents were notified at approximately the same time that the  
11 school would be opening on July 13, and they were told that “corner bus service” would be  
12 provided to take students to school.

13 70. DPSCD claims that students’ temperatures will be taken before students enter the school.  
14 However, no concrete plans exist on how to make this work. At some schools, only one staff  
15 person is assigned to take student temperatures, and no one is assigned to enforce social  
16 distancing of the students who are lining up to get their temperature taken. If the person  
17 charged with taking temperatures encounters a student with a fever and other COVID-19  
18 associated symptoms, all they are told is that the student cannot be allowed into the  
19 classroom. There are no protocols for what teachers are expected to do with the students  
20 who need to go into quarantine, should they get someone to take the student home or do  
21 they place the student in a makeshift isolation room. There is no clear plan of what teachers  
22 or other school staff should do if a child becomes sick during the school day.  
23

71. There is no plan for medical professionals to be at the school sites to screen children and staff for the CDC-recognized symptoms for COVID-19: fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea. Nor can children due to fear and lack of knowledge be trusted to self-report such symptoms without the intervention of pediatric professionals.

**FIGURE A**

Center for Disease Control and Prevention (CDC) Recommendations (See Exhibit B)	DPSCD's Reopening Plan (July 12, 2020) (See Exhibit D)	DPSCD Implementation on July 13, 2020
<p><b>Safety Protocols for Busing and Student Transportation:</b> Listed at "<u>Required</u>" and <u>Priority</u>" (Emphasis added)</p> <ol style="list-style-type: none"> <li>1. Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.</li> <li>2. 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</li> </ol>	<p>All of the areas listed (on the left) for safety protocols for busing and student transportation in the DPSCD's Reopening Plan are listed as "not addressed" in the documented due to "limited District resources, capacity, etc." See the DPSCD Reopening Plan, page 29. These requirements and recommendations are included in the Appendix section of the document instead. Id. at 30-31. The following are "notes" listed corresponding to each area of the required guidelines and recommendations.</p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. District transportation</li> </ol>	<ol style="list-style-type: none"> <li>1. Cleaning was not done at all. (Declaration of Bus Driver Keyshawn Seibert)</li> <li>2. Cleaning, sanitizing, and disinfecting were not done during the day of the use of the bus. Drivers were not given disinfectants to clean. Id.</li> <li>3. Same as No. 2. Id.</li> <li>4. No plan was created for bus drivers to follow if a student appears to be sick on the bus. Bus drivers were not told what protocol to follow or who to contact</li> </ol>

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1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22	<p>morning routes and prior to afternoon routes.</p> <p>3. Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.</p> <p>4. Create a plan for getting students home safely if they are not allowed to board the vehicle.</p> <p>5. Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.</p> <p>6. 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.</p> <p>7. Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.</p> <p>8. Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.</p>	<p>providers will clean and disinfect frequently touched surfaces at minimum twice per day, prior to beginning routes.</p> <p>3. District transportation providers will clean and disinfect frequently touched surfaces at minimum twice per day, prior to beginning routes.</p> <p>4. 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.</p> <p>5. Hand sanitizer will be provided on each yellow bus and District van.</p> <p>6. 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.</p> <p>7. To the fullest extent possible, windows will be opened to provide proper ventilation.</p> <p>8. Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.</p>	<p>in such an emergency. Bus drivers were not told to keep children to following social distancing guidelines or to keep them in safe distance from each other. Id.</p> <p>5. Hand sanitizers were not given to bus drivers. It was not required to use sanitizer before entering the bus. Id.</p> <p>6. Same as No. 4. Id.</p> <p>7. The Status of ventilation is unknown. Bus drivers were not given any specific instructions or information on this issue.</p> <p>8. Same as No. 7.</p>
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**When a confirmed case has entered a school, regardless of community transmission**

Any school in any community might need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures regardless of the level of community spread:

Dismiss students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

See CDC Interim Guidance for Administrators of US K-12 Schools and Child Care Programs, April 10, 2020

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html>

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.

See DPSCD Reopening Plan, page 9



**Cloth Face Coverings**

Teach and reinforce use of cloth face coverings. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students) as feasible, and are most essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings.

Note: Cloth face coverings should not be placed on: Children younger than 2 years old

- Anyone who has trouble breathing or is unconscious
- Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance

Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or

**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

PPE were not "centrally purchased and delivered to locations before students and staff return to school and work." Students were not given masks. Students wore masks they brought from home. (Declaration of Brian Peck) Mr. Peck himself was not provided with masks, nor any disinfectant wipes or hand sanitizers. Id. There was also no hand-washing or sanitizing station near the entrance of the school. Id.

No information was provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings.

An account from a teacher at Mumford High School stated that a student asked the administration for an inhaler from the nurse because he had severe asthma. The administrator told the student that the clinic was closed and that he should email her so she could help him inquire for help. (See

<p>other medical personal protective equipment.</p> <p><i>See</i> CDC recommendations on Considerations for Schools, May 19, 2020  <a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a></p>	<p>desks.</p> <p><i>See</i> the DPSCD Reopening Plan, page 4</p>	<p>Declaration of Brian Peck) In this case, the school did not have a medical staff stationed at the school in case of medical emergency and/or suspected cases of COVID-19.</p> <p>Plexiglass barriers were also not installed in the school. <i>Id.</i></p>
<p><b>Adequate Supplies</b></p> <p>Support healthy hygiene behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible) and no-touch/foot-pedal trash cans.</p> <p><i>See</i> CDC recommendations on Considerations for Schools, May 19, 2020  <a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a></p>	<p>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. <i>See</i> DPSCD Reopening Plan, page 4</p> <p>The District is committed to providing supplies of personal protective equipment to students and staff members...Additional items such as hand sanitizer and disinfectant wipes will be provided to each classroom on a regular basis throughout the year...The District will monitor the usage of these materials and make decisions about additional purchases should the need arise. <i>Id.</i> at 21</p>	<p>A teacher from Mumford made an account that he was not given masks, disinfectant wipes, and sanitizers. Hand sanitizers are also not readily available at high traffic areas like the school entrance. (See Declaration of Brian Peck)</p>

<p><b>Staggered Scheduling</b> Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.</p> <p>When possible, use flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts) to help establish policies and practices for social distancing (maintaining distance of approximately 6 feet) between employees and others, especially if social distancing is recommended by state and local health authorities. See CDC recommendations on Considerations for Schools, May 19, 2020 <a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a></p>	<p>No Staggered Scheduling. Same schedule for K-12 across board</p> <p>Teachers: 8:30am – 1:00pm</p> <p>Students 8:30am – 12:30pm</p> <p>See the DPSCD Reopening Plan, page 12</p>	<p>No Staggered Scheduling. Same schedule for K-12 across board</p> <p>Teachers: 8:30am – 1:00pm</p> <p>Students 8:30am – 12:30pm</p> <p>See the DPSCD Reopening Plan, page 12</p>
<p><b>Water Systems</b> To minimize the risk of Legionnaire’s disease and other diseases associated with water, take steps to ensure that all water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown. Drinking fountains should be cleaned and sanitized, but encourage staff and students to bring their own water to minimize use and touching of</p>	<p>No mention of water systems check or status of its safety and functioning standards</p>	<p>Status unknown</p>

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1	water fountains.		
2	See CDC recommendations on		
3	Considerations for Schools,		
4	May 19, 2020		
5	<a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a>		
6	<b>Physical Barriers and</b>	Markings and signage on floors and	Accounts from teacher
7	<b>Guides</b>	walls ensuring that staff maintain	Brian Peck that at
8	<ul style="list-style-type: none"> <li>• Install physical barriers, such as</li> </ul>	distance when waiting to enter the	Mumford High School,
9	sneeze guards and	building.	there is no signage, no
10	partitions, particularly	See DPSCD Reopening Plan, page	marking on the floor.
11	in areas where it is	10	There are no physical
12	difficult for individuals	Multiple entry and exit points may be	barriers or plexiglass
13	to remain at least 6	established at larger schools to allow	set up. There is no tape
14	feet apart (e.g.,	for social distancing during arrival	or marking on the
15	reception desks).	and dismissal. Signage will also	ground for social
16	• Provide physical	reiterate the need to stay six feet	distancing at the
17	guides, such as tape on	apart while waiting to enter the	entrance to keep
18	floors or sidewalks and	building.	students and staff six
19	signs on walls, to	Id. at 24	feet apart while waiting
20	ensure that staff and		to enter the building
21	children remain at		(See Declaration of
22	least 6 feet apart in		Brian Peck)
23	lines and at other times		
24	(e.g. guides for		
	creating “one way		
	routes” in hallways).		

**Protections for Staff and Children at Higher Risk for Severe Illness from COVID-19**

Offer options for staff at higher risk for severe illness that limit their exposure risk (e.g., telework, modified job responsibilities).

Offer options for students at higher risk of severe illness that limit their exposure risk (e.g., virtual learning opportunities).

See CDC recommendations on Considerations for Schools, May 19, 2020  
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

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).

see DPSCD Reopening Plan, page 25

**Safety Protocols: 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)

Note: 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.

See DPSCD Reopening Plan, page 38

When DPSCD sent out notification to teachers, it does not have any plans to identify individuals at high risks. (See Exhibit E, email notification from Superintendent Nikolai Vitti)

Students were not asked about their health conditions. A parent signed up for virtual summer school for her daughter. Instead of getting offered virtual classes, her daughter was placed in face-to-face summer school. She did not send her daughter to school on July 13 because her daughter had suppressed immune system and had undergone five surgeries. When She made inquiries to the school district about her daughter's situation, she never got a response or any accommodations from the school district. (Declaration of Famika Edmond and Declaration of Autumn Carr; also see Exhibit to Edmond Declaration, Assignment Letter to Autumn Carr)

**Designated COVID-19 Point of Contact**

Designate a staff person to be responsible for responding to COVID-19 concerns (e.g., school nurse). All school staff and families should know who this person is and how to contact them.

See CDC recommendations on Considerations for Schools, May 19, 2020  
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

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. *See* DPSCD Reopening Plan, page 15

**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.

Id. at page 3

The DPSCD Reopening Plan does not include a designated staff person who is responsible for responding to COVID-19 concerns. At Mumford, an administrator in charge told a student that there was no nurse in summer school and the clinic was closed when the student asked for help for his asthma. (See Declaration of Brian Peck) Parents, teachers, bus drivers, and students were not provided with the information as to who is responsible for attending to COVID-19 concerns.

A parent of a student who has suppressed his immune system signed up for virtual summer class to catch up with school work. Instead, she received in-person classes. When she reached out to DPSCD for inquiry, she was never given a response or accommodation. (See Declaration of Famika Edmond and Declaration of Autumn Carr)



**Leave (Time Off) Policies and Excused Absence Policies**

Implement flexible sick leave policies and practices that enable staff to stay home when they are sick, have been exposed, or caring for someone who is sick.

- Examine and revise policies for leave, telework, and employee compensation.
- Leave policies should be flexible and not punish people for taking time off, and should allow sick employees to stay home and away from co-workers. Leave policies should also account for employees who need to stay home with their children if there are school or childcare closures, or to care for sick family members.

Develop policies for return-to-school after COVID-19 illness. CDC's criteria to discontinue home isolation and quarantine can inform these policies.

See CDC recommendations on Considerations for Schools, May 19, 2020  
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

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)

See DPSCD Reopening Plan, page 26

Will not have sick leave accommodation based on COVID-19.

A bus driver's account stated that he received information that DPSCD is hiring for bus drivers and if he did not accept the work, his unemployment benefits could be forfeited. (See Declaration of Keyshawn Seibert)

In the assignment letter sent to the student Autumn Carr, attendance policy is "Students will be required to be in attendance, face to face, if assigned to face to face or virtually, if assigned to remote/virtual. If students are absent more than 3 days of summer school, they will be withdrawn for the remainder of the summer." See Exhibit to Edmond Declaration, Assignment Letter to Autumn Carr

<p><b>Staff Training</b> Train staff on all safety protocols.</p> <p>Conduct training virtually or ensure that social distancing is maintained during training. See CDC recommendations on Considerations for Schools, May 19, 2020 <a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a></p>	<p><b>Phase 2 (June 22nd – July 6th)</b></p> <p>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. 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):</p> <p>Healthy hygiene practices including:</p> <ul style="list-style-type: none"> <li>-hand washing throughout the day</li> <li>-how to responsibly wear face coverings</li> <li>-Maintaining clean workspaces through cleaning, disinfecting, and proper ventilation</li> <li>-Social distancing best practices</li> <li>-Limiting the sharing of materials</li> </ul> <p>See DPSCD Reopening Plan, page 10</p>	<p>Did not provide any meaningful training to the teachers that could be passed on to students. Teachers were only sent a 20 minute powerpoint video prior to their returning to in-person instructions. (See email from Superintendent Nikolai Vitti)</p>
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**CLASS ALLEGATIONS**

72. This action is properly brought as a class action pursuant to MCR 3.501.

73. The named Plaintiffs seek to represent a proposed Class defined as follows: all students enrolled in DPSCD summer school, parents of such students, teachers who are teaching in-person instruction at DPSCD summer school, and DPSCD staff who have contact with students at DPSCD summer school (“the Class”). The Class seeks injunctive and declaratory relief.

74. The number of class members is sufficiently numerous so as to make joinder impractical. There are approximately 2,000 students assigned to in-person instruction for DPSCD summer school at present.

75. There are questions of law and fact raised by the named Plaintiffs’ claims are common to, and typical of, those raised by the Class they seek to represent. Such common questions predominate over questions affecting only individual members of the Class. The conduct by DPSCD Defendants affects all members of the proposed Class, and the CDC guidelines Defendants are violating apply to all members of the proposed Class. Each named representative of the Class is being harmed or threatened with harm by the same course of conduct as the rest of the Class, and each seeks similar relief as the rest of the Class.

76. Plaintiffs, as Class representatives, will fairly and adequately protect the interests of the Plaintiffs. Plaintiffs’ counsel know of no conflicts of interest between the Class representatives and absent Class members with respect to the matters at issue in this litigation; the Class representatives will vigorously prosecute the suit on behalf of the Class; and the Class representatives are represented by experienced counsel. Plaintiffs are

represented by attorneys with substantial experience and expertise in complex constitutional litigation with multiple plaintiffs.

77. Plaintiffs' attorneys have identified and thoroughly investigated all claims in this action, and have committed sufficient resources to represent the Class.

78. The maintenance of this action as a class action will be superior to other available methods of adjudication and will promote the convenient administration of justice.

79. This action will be manageable as a class action.

80. In view of the expense of litigating separate claims for each member of the Class, it is unlikely that the individual members of the Class would be able to pursue these claims individually as separate actions.

**COUNT I:  
Petition for a Writ of Mandamus under Governor Whitmer's Executive Order 2020-142  
All Defendants**

81. Plaintiffs hereby reallege and incorporate by reference the above paragraphs.

82. Governor Whitmer's Executive Order 2020-142 orders that school districts remain closed due to the COVID-19 crisis.

83. Governor Whitmer's Executive Order 2020-142 mandates: "A district or nonpublic school without an approved Preparedness Plan is not permitted to open or to continue in operation for in-person instruction for the 2020-2021 school year." (Exhibit G)

84. Michigan school districts must devise a "Preparedness Plan" that enacts a list of specific "minimum" measures which includes: closing if the region they are in is in Phase 1, 2, or 3; if they are in Phase 4, they must enact procedures that include at minimum: protocols for testing, screening, hygiene, cleaning, athletics, busing, and student transportation, for face

coverings, hand sanitizer, social distancing, cohorting of students to prevent contact between classrooms, and heightened precautions for school buses. (Exhibit G)

85. Under Executive Order 2020-142, each school district must approve this Preparedness Plan “by August 15, 2020 or seven days before the start of the school year for students, whichever comes first... *The local school district board...* must approve a district’s Preparedness Plan.” (emphasis added) Further, Executive Order 2020-142 states: “A district or nonpublic school without an approved Preparedness Plan is not permitted to open or to continue in operation for in-person instruction for the 2020-2021 school year.” (Exhibit G)

86. The current spike in new COVID-19 cases in Michigan and the nation prompted Governor Gretchen Whitmer on July 8, 2020 to express “concern” about school resuming in-person instruction in the Fall.

87. Defendants have not complied with Executive Order 2020-142. The DPSCD Defendants had not yet approved any Preparedness Plan. The DPSCD Board of Education approved its Preparedness Plan (Exhibit C) on July 14, 2020, after the schools already had opened and the exposure of DPSCD children, teachers, staff, and their families already had taken place.

88. Defendants are moving forward with plans to expose Detroit’s children, and only Detroit’s children, to a full reopening of schools with in-person classroom instruction which began on July 13, 2020 in violation of Executive Order 2020-142.

89. Plaintiffs have a clear legal right to the benefits of Executive Order 2020-142.

90. The obligations imposed by Executive Order 2020-142 are ministerial in nature. It imposes duties that are clearly defined by law with precision and certainty, and it imposes an unqualified duty on Defendants.

**COUNT II:**  
**Michigan Constitution, Article I § 17**  
**Substantive Due Process - Bodily Integrity**  
**All Defendants**

91. Plaintiffs hereby reallege and incorporate by reference the above paragraphs.

92. The Due Process clause of Art I, § 17 of the Michigan Constitution provides that the state may not deprive a person of life, liberty or property without due process of law.

93. "The due process guarantee of the Michigan Constitution is coextensive with its federal counterpart." *Grimes v. Van Hook-Williams*, 302 Mich. App. 521, 530, 839 N.W.2d 237 (2013). The Fourteenth Amendment's Due Process Clause protects citizens from government violation of their substantive due process right to bodily integrity. "In a long line of cases, we have held that, in addition to the specific freedoms protected by the Bill of Rights, the 'liberty' specially protected by the Due Process Clause includes the right[ ] ... to bodily integrity....". *Washington v. Glucksberg*, 521 U.S. 702, 720 (1997).

94. The Sixth Circuit Court of Appeals has recognized a liberty interest in bodily integrity in circumstances where state action exposed residents of Flint, Michigan to unsafe drinking water. *Guertin v. Michigan*, 912 F.3d 907 (6th Cir. 2019).

95. With regard to the Flint Water Crisis, the Michigan Court of Appeals stated: "We agree with the Court of Claims' conclusion that '[s]uch conduct on the part of the state actors, and especially the allegedly intentional poisoning of the water users of Flint, if true, may be fairly characterized as being so outrageous as to be 'truly conscience shocking.' ... [V]arious state actors intentionally concealed scientific data and made false assurances to the public regarding the safety of the Flint River water even after they had received information

1 suggesting that the water supply directed to plaintiffs' homes was contaminated..." *Mays v.*  
2 *Snyder*, 323 Mich. App. 1, ,61 (Mich. Ct. App. 2018).

3 96. Defendants are being deliberately indifferent toward the bodily integrity of Plaintiffs by  
4 reopening the schools during a new rise in daily new cases of COVID-19. The science and  
5 the CDC guidelines are clear about the danger of in-person instruction to spreading COVID-  
6 19. DPSCD is proceeding without plans that protect children, teachers, staff, and their  
7 families from exposure to COVID-19 in accord with prevailing public-health guidelines.  
8 Defendants are failing to implement the plans that do exist. The Defendants are violating  
9 Governor Whitmer's orders prohibiting the opening of schools without preparing for such  
10 reopening in accord with the Governor's plan.

11 97. While much remains unknown about COVID-19, what is known is that it is a global  
12 pandemic that can lead to serious illness and death and is easily transmitted. It attacks major  
13 body systems, and can cause debilitating lifelong conditions among those who survive.  
14 There is no vaccine or cure. Science and public-health guidelines require mass testing,  
15 social distancing, strict adherence to wearing masks, hygiene, and repeated testing and  
16 aggressive contact-tracing to identify and contain the epidemic. There must be adequate  
17 supplies, preparation, and training to enact these measures.

18 98. Governor Whitmer's Executive Order 2020-142 only provides for the opening of school for  
19 the 2020-21 school year, and not summer school. It also orders that no school district may  
20 reopen without its board approving a Preparedness Plan that complies with the multiple  
21 "minimum" requirements of Executive Order 2020-142.

22 99. DPSCD and Superintendent Vitti reopened schools on July 13, 2020 with no Preparedness  
23 Plan in place and with no adequate preparation, notifying students, teachers, and staff only

1 days in advance. DPSCD notified parents such as Plaintiff Famika Edmond that her child,  
2 whom she had requested virtual summer school, must attend in-person summer school or be  
3 disenrolled from the program.

4 100. Nor does DPSCD's July 14 "DPSCD Reopening Plan" reopen schools with an adequate  
5 testing infrastructure. Executive Order 2020-142 prevents the reopening of schools until  
6 Michigan gets out of Phase 3 of Michigan's "Safe Start Plan." Moving beyond Phase 3  
7 according to the Plan means: "[T]he number of new cases and deaths has fallen for a period  
8 of time, but overall case levels are still high. When in the Improving [Phase 4] phase, most  
9 new outbreaks are quickly identified, traced and contained *due to robust testing*  
10 *infrastructure and rapid contact tracing.*" (Exhibit F, Michigan's "Safe Start Plan," p. 11)  
11 (emphasis added).

12 101. DPSCD's plan states that testing will be inadequate to track the virus into the fall: "The  
13 capacity for COVID-19 testing is improving by the week and can likely support all students  
14 and staff being tested by September, but it is unclear how frequently re-testing can occur, or  
15 when anti-body tests will be available at scale." (Exhibit D, DPSCD Plan, p. 3) The plan  
16 refrains from requiring COVID-19 testing of students before reentering school until testing  
17 is more available: "Students are not required to be tested for COVID-19. Student testing  
18 may be reconsidered if tests are developed that provide a rapid response and are widely  
19 available." (p. 10)

20 102. This knowing and deliberate exposure of children, teachers, staff, and their parents to a fatal  
21 disease and violation of guidelines to prevent such exposure shocks the conscience and  
22 violates the Plaintiffs' Due Process right to bodily integrity under the Fourteenth  
23 Amendment to the U.S. Constitution.

103. Without injunctive relief, the Plaintiffs will suffer serious, irreparable injury to the health and lives of themselves and their loved ones as a direct and proximate result of Defendants' acts and omissions.

**COUNT III:  
U.S. Constitution, Fourteenth Amendment  
Substantive Due Process - Bodily Integrity  
All Defendants**

104. Plaintiffs hereby reallege and incorporate by reference the above paragraphs.

105. The Due Process clause of Art I, § 17 of the Michigan Constitution provides that the state may not deprive a person of life, liberty or property without due process of law.

106. The Fourteenth Amendment's Due Process Clause protects citizens from government violation of their substantive due process right to bodily integrity. "In a long line of cases, we have held that, in addition to the specific freedoms protected by the Bill of Rights, the 'liberty' specially protected by the Due Process Clause includes the right[ ] ... to bodily integrity...."). *Washington v. Glucksberg*, 521 U.S. 702, 720 (1997).

107. The Sixth Circuit Court of Appeals has recognized a liberty interest in bodily integrity in circumstances where state action exposed residents of Flint, Michigan to unsafe drinking water. *Guertin v. Michigan*, 912 F.3d 907 (6th Cir. 2019).

108. This deliberate exposure of children, teachers, staff, and their parents to a fatal disease with the knowledge of exposure and violation of guidelines to prevent such exposure shocks the conscience and violates the Plaintiffs' Due Process right to bodily integrity under Art I, § 17 of the Michigan Constitution.

**COUNT IV:**  
**Michigan Constitution, Article I § 2**  
**Equal Protection - Racial Discrimination**  
**All Defendants**

109. Plaintiffs hereby reallege and incorporate by reference the above paragraphs.

110. The Due Process clause of Art I, § 2 of the Michigan Constitution provides that “[n]o person shall be denied the equal protection of the laws.” Mich. Const. Art. I, § 2. Injunctive relief is available under the Michigan Constitution’s Equal Protection Clause. *Sharp v. City of Lansing*, 464 Mich. 792, 800 (2001).

111. Just as black citizens may not be denied the right to vote through state officials arbitrarily administering an “interpretation test” to register to vote in order to discriminatorily deny black people the right to vote without violating the Fourteenth Amendment’s Equal Protection Clause, *Louisiana v. United States*, 380 U.S. 145 (1965), Detroit officials may not arbitrarily and discriminatorily apply or fail to apply state law to the detriment of Detroit’s majority-black student population.

112. Detroit is the only major city in Michigan for reopening in-person instruction for summer school. It is also the city hardest-hit by COVID-19. As of July 11, 2020, while the City of Detroit has 6.7% of Michigan’s population, it has reported 11,928 (17.1%) of the state’s 69,625 confirmed COVID-19 cases.

113. Since the beginning of the COVID-19 pandemic, black people, and majority-black cities like Detroit, have borne a disproportionate brunt of the pandemic. While black people comprise 14.1 percent of the people of Michigan, they have suffered about 40 percent of the deaths from COVID-19 in Michigan.



1 114. Beginning in late June 2020 in response to the current spike in COVID-19 infections in  
2 Michigan, Governor Whitmer has reimposed shutdowns to prevent COVID-19 transmission  
3 and has mandated that all state officials including public bodies conduct their business  
4 online. Whitmer expressed “concern” about reopening schools statewide for the Fall. She  
5 has issued guidance for reopening schools for the 2020-21 school year only, and even then  
6 only pursuant to the minimum safety requirements in her Executive Order 2020-142.  
7 Defendants are moving forward anyway by fully reopening school buildings before the  
8 2020-21 school year in Detroit, and only in Detroit.

9 115. Detroit is being used as an experimenting ground to see what the effects of COVID-19 will  
10 be on Detroit’s children and the city’s general population before conducting a broader  
11 reopening for Michigan’s children. This experiment is deadly and unnecessary: Michigan is  
12 violating the CDC’s guidelines and ignoring what other countries have done, who brought  
13 delayed reopening schools until their overall infection rates under control and reopened  
14 gradually while conducting mass, regular testing and aggressive contact tracing.

15 116. The Defendants’ decision to choose Detroit, a majority-black city, as an experiment for  
16 Michigan to reopen its school sites for in-person instruction for summer school deliberately  
17 exposes Detroit children, teachers, staff, and their parents to potential serious illness or  
18 death with the knowledge of exposure and violation of guidelines to prevent such exposure,  
19 violates their right to equal protection under the U.S. Constitution.

**COUNT V:**  
**U.S. Constitution, Fourteenth Amendment**  
**Equal Protection – Racial Discrimination**  
**All Defendants**

117. Plaintiffs hereby reallege and incorporate by reference the above paragraphs.

118. The Due Process Clause of the Fourteenth Amendment of the U.S. Constitution provides:

“No State shall... deny to any person within its jurisdiction the equal protection of the laws.” U.S. Const. amend. XIV.

119. Defendants’ conduct discriminates against the majority-black city of Detroit, its children, teachers, school staff, and families, as described above.

**COUNT VI:**  
**Michigan Constitution, Article VIII § 2**  
**Nondiscrimination in Education**  
**All Defendants**

120. Plaintiffs hereby reallege and incorporate by reference the above paragraphs.

121. Article VIII, § 2 of the Michigan Constitution provides: “The legislature shall maintain and support a system of free public elementary and secondary schools as defined by law. Every school district shall provide for the education of its pupils without discrimination as to religion, creed, race, color or national origin.”

122. Defendants’ conduct discriminates against the majority-black city of Detroit, its children, teachers, school staff, and families, as described above.

123. Plaintiffs such as Plaintiff Famika Edmond who requested that their child attend summer school remotely, had their children assigned to in-person summer school and ordered to attend and expose themselves to COVID-19 or be disenrolled from the program.

**COUNT VII:**  
**The Michigan Elliott-Larsen Civil Rights Act (Mich. Comp. Laws § 37.2101, *et seq.*)**  
**All Defendants**

124. Plaintiffs hereby reallege and incorporate by reference the above paragraphs.

125. The Elliott-Larsen Civil Rights Act provides: “An educational institution shall not... [d]iscriminate against an individual in the full utilization of or benefit from the institution, or the services, activities, or programs provided by the institution because of religion, race, color, national origin, or sex.” MCL § 37.2402(a). Nor may the educational institution “discriminate against an individual... enrolled as a student in the terms, conditions, or privileges of the institution, because of religion, race, color, national origin, or sex.” MCL § 37.2402(a).

126. Defendants’ conduct discriminates against the majority-black city of Detroit, its children, teachers, school staff, and families, as described above.

**PRAYER FOR RELIEF**

WHEREFORE, Plaintiffs respectfully request that this Court:

- a. Certify this case as a class action pursuant to MCR 3.501 on behalf of the proposed Plaintiff Class and designate the named Plaintiffs as representatives of the Classes and their counsels of record as Class Counsel;
- b. Issue a writ of mandate ordering Defendants not to conduct in-person instruction in accord with Executive Order 2020-142;
- c. Grant injunctive relief ordering Defendants and not to conduct in-person instruction, and not to do so until Defendants demonstrate that they have developed and are implementing a plan consistent with Plaintiffs’ constitutional Due Process and Equal Protection rights and civil rights, and with science;

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CLASS ACTION COMPLAINT FOR DECLARATORY AND INJUNCTIVE RELIEF AND  
PETITION FOR WRIT OF MANDAMUS, FOR VIOLATION OF CIVIL RIGHTS

- d. Enter a judgment declaring the conduct of Defendants as described herein to be in violation of law;
- e. Temporary restraining order directing Defendants to send a letter out to all DPSCD families and staff explaining the importance for DPSCD students to get tested for COVID-19, given scientific evidence that 31 percent of Florida's children are testing positive, there is growing evidence of complications and long-term delibitation even among asymptomatic children, and young people aged 10 to 19 are the most effective spreaders of COVID-19. Any school opening plan must have, as a prerequisite, knowledge of the extent to which COVID-19 has spread among DPSCD children, teachers, and staff;
- f. Order an award of reasonable attorney fees and litigation expenses;
- g. Order all such other relief the Court deems equitable.

By Plaintiffs' Attorneys,  
UNITED FOR EQUALITY AND AFFIRMATIVE  
ACTION LEGAL DEFENSE FUND (UEAALDF)

BY: /s/ Shanta Driver

Shanta Driver (Michigan P65007)  
Driver, Schon & Associates PLC  
19526-B Cranbrook Dr.  
Detroit, MI 48221  
Telephone: (313) 683-0942  
shanta.driver@ueaa.net  
Counsel for Plaintiffs

Dated: July 20, 2020

**INDEX OF ATTACHMENTS**

**DECLARATIONS**

Declaration of Keyshawn Siebert

Declaration of Brian Peck

Declaration of Nicole Conaway

Declaration of Tiffany Jackson

Declaration of Tevares Jenkins

Declaration of Famika Edmond

Declaration of Autumn Carr

Declaration of Justin Cheong

**EXHIBITS**

A. Community Interventions and Critical Populations Task Force CDC COVID-19

Emergency Response: “CRAFT Schools Briefing Packet” (July 8, 2019).

Available at: <https://int.nyt.com/data/documenthelper/7072-school-reopening-packet/b70172f2cc13c9cf0e6a/optimized/full.pdf>

B. CDC’S “Interim Guidance for Administrators of US K-12 Schools and Child Care

Programs” (April 10, 2020). Available at:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools-h.pdf>

C. CDC Considerations for School, May 19, 2020. Available at:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

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CLASS ACTION COMPLAINT FOR DECLARATORY AND INJUNCTIVE RELIEF AND  
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- 1 D. DPSCD Reopening Plan July, 2020. Released July 12, 2020 for the DPSCD  
2 Board of Education's July 14, 2020 meeting. Available at:  
3 [https://www.detroitk12.org/cms/lib/MI50000060/Centricity/Domain/4/20.  
4 07.12%20DPSCD%20Covid-  
5 19%20Reopening%20Plan%20for%20July%20Board%20Meeting.pdf](https://www.detroitk12.org/cms/lib/MI50000060/Centricity/Domain/4/20.07.12%20DPSCD%20Covid-19%20Reopening%20Plan%20for%20July%20Board%20Meeting.pdf)
- 6 E. Email from Nikolai Vitti to DPSCD staff on July 9, 2020.
- 7 F. "MI Safe Start: A plan to re-engage Michigan's economy". Available at:  
8 [https://www.michigan.gov/documents/whitmer/MI\\_SAFE\\_START\\_PLA  
9 N\\_689875\\_7.pdf](https://www.michigan.gov/documents/whitmer/MI_SAFE_START_PLA_N_689875_7.pdf)
- 10 G. Governor's Executive Order No. 2020-142. Available at:  
11 [https://www.michigan.gov/whitmer/0,9309,7-387-90499\\_90705-533311--  
12 ,00.html](https://www.michigan.gov/whitmer/0,9309,7-387-90499_90705-533311--,00.html)

**DECLARATION OF JUSTIN CHEONG IN SUPPORT OF PLAINTIFFS' MOTION FOR  
EX PARTE TEMPORARY RESTRAINING ORDER, WRIT OF MANDAMUS, AND  
ORDER TO SHOW CAUSE WHY A PRELIMINARY INJUNCTION SHOULD NOT  
ISSUE**

1. My name is Justin Cheong. I am over the age of 18 and am competent to make this declaration.
2. I am the office manager and a paralegal at Driver, Schon, and Associates.PLC.
3. I certify that the attached exhibits are true and correct copies of the following:

<b>Exhibit</b>	<b>Document</b>
A.	Community Interventions and Critical Populations Task Force CDC COVID-19 Emergency Response: "CRAFT Schools Briefing Packet" (July 8, 2019). Available at: <a href="https://int.nyt.com/data/documenthelper/7072-school-reopening-packet/b70172f2cc13c9cf0e6a/optimized/full.pdf">https://int.nyt.com/data/documenthelper/7072-school-reopening-packet/b70172f2cc13c9cf0e6a/optimized/full.pdf</a>
B.	CDC'S "Interim Guidance for Administrators of US K-12 Schools and Child Care Programs" (April 10, 2020). Available at: <a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools-h.pdf">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools-h.pdf</a>
C.	CDC Considerations for School, May 19, 2020. Available at: <a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a>
D.	DPSCD Reopening Plan July, 2020. Released July 12, 2020 for the DPSCD Board of Education's July 14, 2020 meeting. Available at: <a href="https://www.detroitk12.org/cms/lib/MI50000060/Centricity/Domain/4/20.07.12%20DPSCD%20Covid-19%20Reopening%20Plan%20for%20July%20Board%20Meeting.pdf">https://www.detroitk12.org/cms/lib/MI50000060/Centricity/Domain/4/20.07.12%20DPSCD%20Covid-19%20Reopening%20Plan%20for%20July%20Board%20Meeting.pdf</a>
E.	Email from Nikolai Vitti to DPSCD staff on July 9, 2020.

F. “MI Safe Start: A plan to re-engage Michigan’s economy”. Available at:  
[https://www.michigan.gov/documents/whitmer/MI\\_SAFE\\_START\\_PLAN\\_689875\\_7.pdf](https://www.michigan.gov/documents/whitmer/MI_SAFE_START_PLAN_689875_7.pdf)

G. Governor’s Executive Order No. 2020-142. Available at:  
[https://www.michigan.gov/whitmer/0,9309,7-387-90499\\_90705-533311-,00.html](https://www.michigan.gov/whitmer/0,9309,7-387-90499_90705-533311-,00.html)

I declare under the penalties of perjury that this Declaration has been examined by me and that its contents are true to the best of my information, knowledge, and belief.

Executed on this 20th day of July, 2020, in Detroit, MI.

/s/ Justin Cheong  
Justin Cheong  
DRIVER, SCHON & ASSOCIATES PLC  
SHANTA DRIVER (P65007)  
Attorney for Plaintiffs  
19526 Cranbrook Dr. Apt. B Detroit, MI 48221  
Office: 313-683-0942



### **Declaration of Keyshwan Siebert**

1. My name is Keyshawn Siebert. My address is 20130 Pinehurst Detroit Michigan 48221. My phone number is 313-704-5883
2. I have been a bus driver for Trinity Transportation serving the Detroit Public School Community District (DPSCD) for the last five years.
3. I received a general notice from my manager June 29, 2020 asking for interest to work as a bus driver for summer school
4. On July 8, 2020 I received information that DPSCD is hiring for bus drivers and if I did not accept the work my unemployment benefits could be forfeited. I then went to register for a route. I was not told if I received my route, what safety measures I would need to use to help protect me and the students that I would be taking to school from COVID-19 infection.
5. DPSCD did not provide me with any training pertaining to the prevention of COVID-19. They did not provide me with any verbal or written special instruction on safety measures that DPSCD was mandating the bus drivers to use.
6. I was not given any hand sanitizers or masks.
7. The busses were not sanitized or disinfected.

8. I was not told that I should try to keep the students in safe distance from one another.

9. I was not told what I would need to do if a student on my bus was sick.

10. I was not told what my risks of infections are and what safety measures I should take to provide me with protection against infection from COVID-19.

11. I was not told that I should wear a mask

12. I was not required to be tested for Covid 19 before returning to work.

13. On July 13, 2020 I chose to resign from my position rather than put myself and children at risk of Covid 19 infection.

I declare under penalty of perjury under the laws of the United States of America that the foregoing is true and correct to the best of my knowledge.

Executed on July 13, 2020

A handwritten signature in black ink, appearing to read "Keyshawn Siebert". The signature is written in a cursive, flowing style with some loops and flourishes.

Keyshawn Siebert

Declaration of Nicole Conway

I, Nicole Conway, am a citizen of Detroit Michigan.

I am a teacher in the Detroit Public Schools Community District at Communication and Media Arts High School.

I applied to teach virtual summer school. I had no assurance summer school would be safe based on the letter of agreement I was provided by my union.

In person summer school would not be safe form me for during the current coronavirus pandemic because I suffer from asthma. There was no place on the application for me to indicate my underlying health issues.

Because of the push for in person summer school, my application was rejected.

On Wednesday July 15 while driving westbound on Outer Drive in Detroit in front of Renaissance High School I observed student athletes running in a tight group without social distancing and without masks.

I declare under penalty of perjury that the foregoing is true and correct.

Executed July 19, 2020

A handwritten signature in cursive script, reading "Nicole Conway", is written over a horizontal line.

Tavares Jenkins (DOB 5/26/2005), resides at 15707 Fielding St.  
Detroit MI 48223

Tavares is a 15 year old student who will enter 10th grade at Communication and Media Arts High School for the 2020-2021 school year.

Tavares has asthma which sometimes is severe enough to cause him to miss school. He also has seasonal allergies during the fall which aggravate his asthma. The virus will make returning to school very dangerous for him.

Tavares

Tavares Jenkins

01/12/20

Date

Jackson

Tiffany Jackson, Mother of Tavares jenkins

01/12/20

Date



My name is Tiffany Jackson, I reside at 15707 Fielding St. Detroit MI 48223

I have been employed in the Detroit Public School system for over ten years. My current position is Clerical Level 3 and my work location is Communication and Media Arts High School. In addition to myself, I am concerned for the health of my son, a student in the same school who has asthma and seasonal allergies. I also have an elderly grandmother who visits my house frequently whom I do not want to put at risk for Covid infection.

Jackson  
Tiffany Jackson

7/12/20  
Date

I am also scheduled to work summer school, and I am concerned about the students who not the kids. How are they going to be protected? Are masks going to be provided for these students? I am also concerned about students who may come to school that ~~it~~ has an abnormal temperature, what do we do or handle these students. (S)

Declaration of Tracy Brown

I am a citizen of Roseville, Michigan

I am a teacher in the Detroit Public Schools Community District at McKenzie Elementary Middle School.

I applied to teach virtual summer school.

I have underlying health conditions that put me at greater Covid risk including high blood pressure and diabetes.

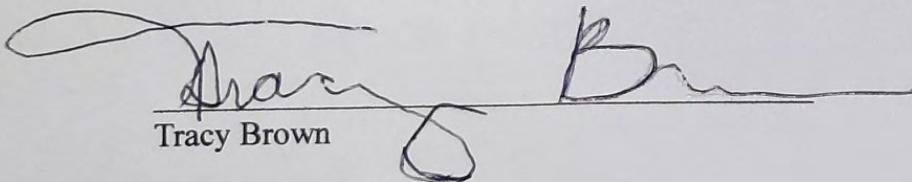
I am also a caregiver for my 82 year old mother.

My application for summer school was rejected.

It seems to the best of my knowledge, my application was rejected because the districted a greater interest in employing teachers in an in person summer school position.

I declare under penalty of perjury that the foregoing is true and correct.

Executed July 19, 2020

  
Tracy Brown

# EXHIBIT A

Community Interventions and Critical Populations Task Force  
CDC COVID-19 Emergency Response

# CRAFT Schools Briefing Packet

July 8, 2019



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# Existing CDC Guidance

## K-12: Interim Guidance for Administrators of US K-12 Schools and Child Care Programs

### Considerations for Schools

As some communities in the United States open K-12 schools, CDC offers [considerations](#) for ways in which schools can help protect students, teachers, administrators, and staff and slow the spread of COVID-19. Schools can determine, in collaboration with [state and local health officials](#) to the extent possible, whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of the local community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community. School-based health facilities may refer to CDC's [Guidance for U.S. Healthcare Facilities](#) and may find it helpful to reference the [Ten Ways Healthcare Systems Can Operate Effectively During the COVID-19 Pandemic](#). These considerations are meant to supplement—**not replace**—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply.

The considerations are written with Guiding Principles to Keep in Mind including:

The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:

- **Lowest Risk:** Students and teachers engage in virtual-only classes, activities, and events.
- **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- **Highest Risk:** Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

The [considerations](#) cover Promoting Behaviors that Reduce Spread, Maintaining Healthy Environments, Maintaining Healthy Operations, and Preparing for When Someone Gets Sick. Various supporting communications materials are also available.

School administrators can use [CDC's K-12 Schools Readiness and Planning Tool](#) to help protect students, staff and communities.

### K-12 Schools and Child Care Programs

FAQs for Administrators, Teachers, and Parents

## Administrators

### Planning and Responding to COVID-19

What should I consider as I plan and prepare for COVID-19?	+
What can staff and students do to prevent the spread of COVID-19?	+
How should my school prepare when there is no community transmission in our area?	+
What should I include in my emergency operations plan?	+
How should my school prepare when there is minimal to moderate community transmission in our area?	+
What should I do when there is substantial community transmission?	+
What resources does CDC have available to share with staff, students, and parents?	+
What should I do if my school experiences increased rates of absenteeism?	+
What steps should my school take if a student or staff member shows symptoms of COVID-19?	+
What should I do if the suspected sick student or staff member is confirmed to have COVID-19?	+
If children with asthma use "breathing treatments" or peak flow meters, do schools need to be concerned about aerosolizing the virus that causes COVID-19?	+
If each child has his or her own spacer, can a school's metered dose inhaler be used by more than one student if the actuator is cleaned before use by another student?	+
<u>If a school is considering limiting students to the local geographic area due to a phased opening, would children displaced due to homelessness be prohibited from attending their home school?</u>	+

## Teachers

What can teachers do to protect themselves and their students?	+
How should I talk to my students about COVID-19?	+

## Parents

What are schools doing to prepare for COVID-19?	+
How will I know if my child's school is closed?	+
Are children more at-risk?	+
How should parents talk to children about COVID-19?	+

## Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19)

### Who is this guidance for?

This interim guidance is intended for administrators of public and private child care programs and K-12 schools. Administrators are individuals who oversee the daily operations of child care programs and K-12 schools, and may include positions like child care program directors, school district superintendents, principals, and assistant principals. This guidance is intended for administrators at both the school/facility and district level.

### Why is this guidance being issued?

This guidance will help child care programs, schools, and their partners understand how to help prevent the transmission of COVID-19 within child care and school communities and facilities. It also aims to help child care programs, schools, and partners react quickly should a case be identified. The guidance includes considerations to help administrators plan for the continuity of teaching and learning if there is community spread of COVID-19.

### What is the role of schools in responding to COVID-19?

Schools, working together with local health departments, have an important role in slowing the spread of diseases to help ensure students have safe and healthy learning environments. Schools serve students, staff, and visitors from throughout the community. All of these people may have close contact in the school setting, often sharing spaces, equipment, and supplies.

Information about [COVID-19 in children](#) is somewhat limited, but the information that is available suggests that children with confirmed COVID-19 generally had mild symptoms. Person-to-person spread from or to children, as among adults, is thought to occur mainly via respiratory droplets produced when an infected person coughs, sneezes, or talks. Recent studies indicate that people who are infected but do not have symptoms likely also play a role in the spread of COVID-19.

However, a small percentage of children have been reported to have more severe illness. [Older adults and people who have serious underlying medical conditions](#) are at highest risk of severe illness from COVID-19. Despite lower risk of serious illness among most children, children with COVID-19-like symptoms should avoid contact with others who might be at [high risk for severe illness from COVID-19](#).

### How should schools prepare for, and respond to, COVID-19?

Schools should be prepared for COVID-19 outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission, for example a case associated with recent travel to an area with sustained COVID-19 transmission. The following decision tree can be used to help schools determine which set of mitigation strategies may be most appropriate for their current situation.

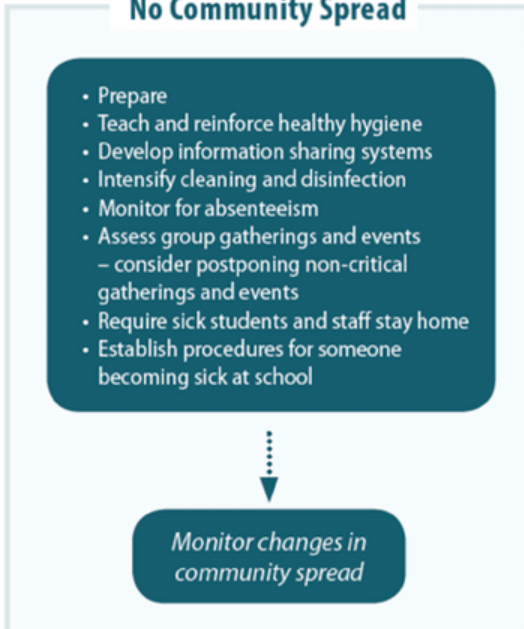
FOR INTERNAL USE ONLY

## School Decision Tree

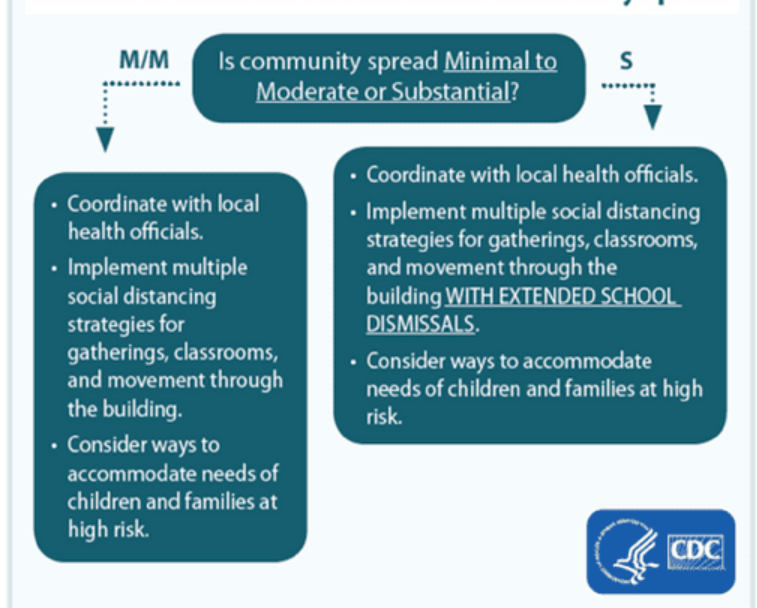
### All Schools Regardless of Community Spread



### No Community Spread



### Minimal to Moderate OR Substantial Community Spread





# IHE: Considerations for Institutions of Higher Education

## Colleges, Universities, and Higher Learning: Plan, Prepare, and Respond

### Health Considerations and Tools

- [Considerations for operating institutions of higher education](#)
- [Cleaning and disinfection guidance](#)

### More Information to Plan, Prepare, and Respond

- [Interim guidance for administrators](#)
- [Guidance for student travel](#)
- [Considerations for administrators](#)
- [Worker safety and support resources](#)
- [Interim guidance for businesses and workplaces](#)

## Considerations for Institutions of Higher Education

As some institutions of higher education (IHE) open in the United States, the Centers for Disease Control and Prevention (CDC) offers the following considerations for ways in which IHEs can help protect students and employees (e.g., faculty, staff, and administrators) and slow the spread of the Coronavirus Disease 2019 (COVID-19). IHEs vary considerably in geographic location, size, and structure. As such, IHE officials can determine, in collaboration with [state and local health officials](#), whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of the IHE and local community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community. Health facilities managed by the IHE may refer to CDC's [Guidance for U.S. Healthcare Facilities](#) and may find it helpful to reference the [Ten Ways Healthcare Systems Can Operate Effectively During the COVID-19 Pandemic](#). These considerations are meant to supplement—**not replace**—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which IHEs must comply.

### The considerations include:

- [Guiding Principles](#)
- [General Settings](#)
- [On-Campus Settings](#)
- [Reduce Spread](#)
- [Healthy Environments](#)
- [Healthy Operations](#)
- [When Someone Gets Sick](#)
- [Other Resources](#)

### Guiding Principles to Keep in Mind

The more an individual interacts with others, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in IHE non-residential and residential (i.e., on-campus housing) settings as follows:

#### IHE General Settings

- **Lowest Risk:** Faculty and students engage in virtual-only learning options, activities, and events.
- **More Risk:** Small in-person classes, activities, and events. Individuals remain spaced at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures or staggered/rotated scheduling to accommodate smaller class sizes).
- **Highest Risk:** Full-sized in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

#### IHE On-Campus Housing Settings

- **Lowest Risk:** Residence halls are closed, where feasible.
- **More Risk:** Residence halls are open at lower capacity and shared spaces are closed (e.g., kitchens, common areas).
- **Highest Risk:** Residence halls are open at full capacity including shared spaces (e.g., kitchens, common areas).

COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as [handwashing](#), [staying home when sick](#)) and environmental prevention practices (such as [cleaning and disinfection](#)) are important principles that are covered in this document. Fortunately, there are a number of actions IHE administrators can take to help lower the risk of COVID-19 exposure and spread.

CDC Stakeholder Call: IHEs <https://youtu.be/gxgH8-VGVwl>

## K-12 Testing: Interim Considerations for K-12 School Administrators for SARS-CoV-2 Testing

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-testing.html>

Updated June 30, 2020

These interim considerations are based on what is currently known about SARS-CoV-2 and COVID-19 as of the date of posting, June 30, 2020.

The US Centers for Disease Control and Prevention (CDC) will update these considerations as needed and as additional information becomes available. Please check [CDC website](#) periodically for updated interim guidance.

**Note: This document is intended to provide considerations on the appropriate use of testing and does not dictate the determination of payment decisions or insurance coverage of such testing, except as may be otherwise referenced (or prescribed) by another entity or federal or state agency. CDC is a non-regulatory agency; therefore, the information in this document is meant to assist K-12 schools in making decisions rather than establishing regulatory requirements.**

As some communities in the United States open K-12 schools, CDC offers [considerations](#) for ways in which schools can help protect students and staff and slow the spread of SARS-CoV-2, the virus that causes coronavirus disease 2019 (COVID-19). [Testing to diagnose COVID-19](#) is one component of a comprehensive strategy and should be used in conjunction with [promoting behaviors that reduce spread](#), [maintaining healthy environments](#), [maintaining healthy operations](#), and [preparing for when someone gets sick](#).

Schools should determine, in collaboration with [state, tribal, territorial, and local health officials](#), and, in the case of K-12 schools operated by the federal government (e.g., K-12 schools for Department of Defense [DoD Dependents]) appropriate federal health officials, whether to implement any testing strategy, and if so, how to best do so. These CDC considerations are meant to supplement—**not replace**—any federal, state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply. Implementation should be guided by what is feasible, practical, and acceptable and be tailored to the needs of each community.

Symptom screening and testing are strategies to identify individuals with COVID-19. In addition to screening and testing, [contact tracing](#) is an effective disease control strategy that involves investigating cases and their contacts—typically by asking individuals to [isolate and contacts to quarantine](#) at home voluntarily. Screening, testing, and contact tracing are actions that can be taken to slow and stop the spread of transmission of COVID-19. These strategies must be carried out in a way that protects privacy and confidentiality consistent with applicable laws and regulations. In addition to state and local laws, regulations and guidance, school administrators should follow guidance from the [Equal Employment Opportunity Commission](#) when offering SARS-CoV-2 testing to employees and staff. Schools also should follow guidance from the U.S. Department of Education on the [Family Educational Rights and Privacy Act \(FERPA\)](#) and its applicability to students and COVID-19 [contact tracing](#) and testing.



While schools play a role in identifying students, faculty, and staff who have COVID-19 symptoms or who have had recent known or potential exposure to SARS-CoV-2, school staff are not expected to directly administer SARS-CoV-2 tests. In some circumstances, school-based healthcare providers (e.g., school nurses, physicians) may conduct SARS-CoV-2 testing in their capacity as healthcare providers, such as in school-based health centers. Not every school-based healthcare provider will have the resources or training to conduct testing, and accordingly, should not feel compelled to do so; these providers can help link students and their families and staff to other opportunities for testing in the community.

### **Types of tests to identify SARS-CoV-2, the virus that causes COVID-19**

[Viral tests](#) approved or authorized by the Food and Drug Administration (FDA) are recommended to **diagnose current infection** with SARS-CoV-2, the virus that causes COVID-19. Viral tests evaluate whether the virus is present in a respiratory sample. Results from these tests help public health officials identify and isolate people who are infected in order to minimize SARS-CoV-2 transmission.

[Antibody tests](#) approved or authorized by the FDA are used to **detect a past infection** with SARS-CoV-2. CDC does not currently recommend using [antibody testing](#) as the sole basis for diagnosing current infection. Depending on when someone was infected and the timing of the test, the test may not find antibodies in someone with a current COVID-19 infection. In addition, it is not currently proven whether a positive antibody test indicates protection against future SARS-CoV-2 infection; therefore, antibody tests should not be used at this time to determine if someone is immune.

CDC recommendations for SARS-CoV-2 testing are based on what is currently known about the virus SARS-CoV-2 and what is known about it continues to change rapidly. [Information on testing for SARS-CoV-2](#) will be updated as more information becomes available.

### **When testing might be needed**

This document describes scenarios when K-12 students or staff may need to have a SARS-CoV-2 [viral test](#), though ultimate determinations for such a test rest with schools, in consultation with local health officials:

- Testing individuals with signs or [symptoms consistent with COVID-19](#)
- Testing asymptomatic individuals with recent known or suspected exposure to SARS-CoV-2 to control transmission

### **Testing individuals with signs or symptoms consistent with COVID-19**

Consistent with [CDC's recommendations](#), individuals with COVID-19 [signs or symptoms](#) should be referred to a healthcare provider for evaluation on whether testing is needed. In some locations, individuals can also visit their state, tribal, territorial or local health department's website to look for the latest local information on testing.

One strategy to identify individuals with COVID-19 symptoms is to conduct symptom screenings, such as temperature screening and/or symptom checking of staff and students. These screenings are one of many different tools schools can use to help lower the risk of SARS-CoV-2 transmission. However, because symptom screenings are not helpful for identification of individuals with COVID-19 who may be

asymptomatic or pre-symptomatic or if infected with an unrelated virus, symptom screening will not prevent all individuals with COVID-19 from entering the school. Screenings should be conducted safely and respectfully and in accordance with any applicable privacy laws and regulations. School administrators may use examples of screening methods in CDC's supplemental [Guidance for Child Care Programs that Remain Open](#) as a guide for screening children and CDC's [General Business FAQs](#) for screening staff.

- Schools should immediately [separate students and staff](#) with [COVID-19 symptoms](#) at school by identifying an isolation room or area.
- Individuals who are sick should go home or to a healthcare facility, depending on how severe their symptoms are, and they or their caregivers (in the case of minors) should follow [CDC guidance for caring for oneself](#). Individuals should also watch for [emergency symptoms](#) and seek emergency medical care if symptoms occur.

As part of symptom screening, schools should be prepared to refer symptomatic individuals to an appropriate healthcare provider or testing site. State, Tribal, territorial, and local health officials and/or healthcare providers will determine when [viral testing](#) for SARS-CoV-2 is appropriate. For DoD dependents and personnel, federal or DoD health officials will determine when such testing is appropriate.

#### **Testing asymptomatic individuals with recent known or suspected exposure to a person with COVID-19**

SARS-CoV-2 testing is recommended for [all close contacts](#) of persons with COVID-19:

- Because of the potential for asymptomatic and pre-symptomatic transmission of the virus, it is important that [contacts](#) of students or staff with COVID-19 be quickly identified and tested. This is particularly vital for protecting people who are at [increased risk of severe illness](#) from COVID-19. Everyone is at risk for getting COVID-19 if they are exposed to the virus, but some people are more likely than others to become severely ill, which means that they may require hospitalization, intensive care, or a ventilator to help them breathe, or they may even die.
- Additionally, in accordance with state, Tribal, territorial, and local laws and regulations, school administrators should work with local health officials to inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms.
- Healthcare providers or health officials will determine when [viral testing](#) of asymptomatic students or staff for SARS-CoV-2 is appropriate.

#### **Testing asymptomatic individuals without known exposure to a person with COVID-19**

Universal SARS-CoV-2 testing of all students and staff in school settings has not been systematically studied. It is not known if testing in school settings provides any additional reduction in person-to-person transmission of the virus beyond what would be expected with implementation of other infection preventive measures (e.g., social distancing, cloth face covering, hand washing, enhanced cleaning and disinfecting). **Therefore, CDC does not recommend universal testing of all students and staff.** Implementation of a universal approach to testing in schools may pose challenges, such as the lack of infrastructure to support routine testing and follow up in the school setting, unknown acceptability of

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this testing approach among students, parents, and staff, lack of dedicated resources, practical considerations related to testing minors and potential disruption in the educational environment.

More resources for K-12 schools:

- For more information on facility-wide testing for asymptomatic individuals, please see the [Standardized procedure for broad-based testing for SARS-CoV-2](#).
- For additional considerations for reducing COVID-19 spread in K-12 schools, see the [Considerations for Schools](#).
- For information about [daily life and coping](#) during COVID-19 for students, staff, and families:
  - Encourage employees and students to take breaks from watching, reading, or listening to news stories, including social media if they are feeling overwhelmed or distressed.
  - Promote employees and students eating healthy, exercising, getting sleep and finding time to unwind.
  - Encourage employees and students to talk with people they trust about their concerns and how they are feeling.
  - Consider posting signages for the national distress hotline: 1-800-985-5990, or text TalkWithUs to 66746
  - [Communities, Schools, Workplaces, and Events: Information for Where You Live, Work, Learn, and Play](#)



## IHE Testing: Interim Considerations for Institutions of Higher Education Administrators for SARS-CoV-2 Testing

<https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/ihe-testing.html>

Updated June 30, 2020

These interim considerations are based on what is currently known about SARS-CoV-2 and COVID-19 as of the date of posting, June 30, 2020.

The US Centers for Disease Control and Prevention (CDC) will update these considerations as needed and as additional information becomes available. Please check the [CDC website](#) periodically for updated interim guidance.

**Note:** This document is intended to provide considerations on the appropriate use of testing and does not dictate the determination of payment decisions or insurance coverage of such testing, except as may be otherwise referenced (or prescribed) by another entity or federal or state agency. CDC is a non-regulatory agency; therefore, the information in this document is meant to assist institutes of higher education (IHEs) in making decisions rather than establishing regulatory requirements.

As some institutions of higher education (IHEs) open in the United States, CDC offers [considerations](#) for ways in which IHEs can help protect students, faculty, and staff and slow the spread of the coronavirus disease 2019 (COVID-19). [Testing to diagnose COVID-19](#) is one component of a comprehensive strategy and should be used in conjunction with [promoting behaviors that reduce spread](#), [maintaining healthy environments](#), [maintaining healthy operations](#), and [preparing for when someone gets sick](#).

These CDC considerations are meant to supplement—**not replace**—any federal, state, local, territorial, or tribal health and safety laws, rules, and regulations with which IHEs must comply. Implementation should be guided by what is feasible, practical, and acceptable, as well as tailored to the needs of each community.

IHEs vary considerably in geographic location, size, and structure. As such, IHE officials should determine, in collaboration with [state and local health officials](#), whether to implement any testing strategy, and if so, how to best do so.

Symptom screening and testing are strategies to identify individuals with COVID-19. In addition to screening and testing, COVID-19 [contact tracing](#) is an effective disease control strategy that involves identifying individuals and their contacts. Screening, testing, and contact tracing are actions that can be taken to slow and stop the spread of COVID-19. These strategies must be carried out in a way that protects individuals' privacy and confidentiality and is consistent with applicable laws and regulations. In addition to state and local laws, IHE administrators should follow guidance from the [Equal Employment Opportunity Commission](#) when offering testing to faculty, staff, and students who are employed by the IHE. IHEs also should follow guidance from the U.S. Department of Education on the [Family Educational Rights and Privacy Act \(FERPA\)](#) and the Health Insurance Portability and Accountability Act (HIPAA) and their applicability to students and COVID-19 contact tracing and testing.

## Types of tests to identify SARS-CoV-2, the virus that causes COVID-19

[Viral tests](#) approved or authorized by the Food and Drug Administration (FDA) are recommended to **diagnose current infection** with SARS-CoV-2, the virus that causes COVID-19. Viral tests evaluate whether the virus is present in a respiratory sample. Results from these tests help public health officials identify and isolate people who are infected in order to minimize SARS-CoV-2 transmission.

[Antibody tests](#) approved or authorized by the FDA are used to **detect past infection** with SARS-CoV-2. CDC does not currently recommend [using antibody testing](#) as the sole basis for diagnosing current infection. Depending on when someone was infected and the timing of the test, the test may not find antibodies in someone with a current COVID-19 infection. In addition, it is currently not known whether a positive antibody test indicates immunity against SARS-CoV-2; therefore, antibody tests should not be used at this time to determine if an individual is immune.

CDC recommendations for SARS-CoV-2 testing are based on what is currently known about the virus. SARS-CoV-2 is new and what is known about it continues to change rapidly. [Information on testing for SARS-CoV-2](#) will be updated as more information becomes available.

## When testing might be needed

This document describes scenarios when IHEs may need to conduct SARS-CoV-2 [viral testing](#) for students, faculty, or staff, though ultimate determinations for such a test rest with IHEs in consultation with local health officials:

- Testing individuals with signs or [symptoms consistent with COVID-19](#)
- Testing asymptomatic individuals with recent known or suspected exposure to SARS-CoV-2 to control transmission

## Testing individuals with signs or symptoms consistent with COVID-19

Consistent with [CDC's recommendations](#), individuals with [COVID-19 signs or symptoms](#) should be referred to a healthcare provider for evaluation on whether testing is needed. In some locations, individuals can also visit their state or local health department's website to look for the latest local information on testing.

One strategy to identify individuals with COVID-19 signs or symptoms is to conduct daily symptom screening such as temperature screening and/or symptom checking for students, faculty, and staff. These screenings are one of many strategies IHEs can use to help lower the risk of COVID-19 transmission. However, because symptom screenings are not helpful for identification of individuals with COVID-19 who may be asymptomatic or pre-symptomatic, symptom screening alone will not prevent all individuals with COVID-19 from entering the IHE. Screenings should be conducted safely and respectfully and in accordance with any applicable privacy laws and regulations. IHEs may use examples of screening methods found in CDC's [General Business FAQs](#).

IHE administrators and healthcare providers should immediately [separate students, faculty, or staff](#) with [COVID-19 symptoms](#) by providing distance learning options, isolation rooms in dormitories or other housing facilities, and providing alternative food service arrangements for those who live on campus. As part of symptom screenings, IHEs should be prepared to refer symptomatic individuals to an appropriate health care provider who will determine when [viral testing](#) for SARS-CoV-2 is appropriate.

IHEs can encourage individuals with suspected or confirmed COVID-19 to go to their place of residence, a designated isolation housing location (if living on-campus), or a healthcare facility depending on how severe their [symptoms](#) are, and follow [CDC guidance for caring for oneself](#). IHEs can also encourage individuals to watch for [emergency symptoms](#) and seek emergency medical care if these symptoms occur.

### **Testing asymptomatic individuals with recent known or suspected exposure to a person with COVID-19**

Testing is recommended for [all close contacts](#) of persons diagnosed with COVID-19:

- Because of the potential for asymptomatic and/or pre-symptomatic transmission, it is important that contacts of individuals diagnosed with COVID-19 be quickly identified and tested. Feasibility of identifying and testing close contacts will likely vary by IHE and their local context.
- Additionally, in accordance with state and local laws and regulations, IHEs should work with local health officials to inform those who have had close contact with a person diagnosed with COVID-19 to wear [cloth face coverings](#) if they are able, [quarantine](#) in their living quarters or a designated housing location, and [self-monitor for symptoms](#) for 14 days.

In some settings, broader testing, beyond close contacts, is recommended as a part of a strategy to control transmission of SARS-CoV-2:

- In IHEs, residence halls, laboratory facilities, and lecture rooms may be settings with the potential for rapid and pervasive spread of SARS-CoV-2.
- Expanded testing might include testing of all people who were in proximity of an individual confirmed to have COVID-19 (e.g., those who shared communal spaces or bathrooms), or testing all individuals within a shared setting (e.g., testing all residents on a floor or an entire residence hall). Testing in these situations can be helpful because in high density settings it can be particularly challenging to accurately identify everyone who had close contact with an individual confirmed to have COVID-19. For example, students who do not know each other could potentially be close contacts if they are both in a shared communal space.
- IHEs might want to consider that some people are at [increased risk of severe illness](#) from COVID-19. Everyone is at risk for getting COVID-19 if they are exposed to the virus, but some people are more likely than others to become severely ill, which means that they may require hospitalization, intensive care, or a ventilator to help them breathe, or they may even die.
- Decisions about the level of risk and the scope of testing should be made in coordination with state, territorial, Tribal, and [local health officials](#).

### **Testing asymptomatic individuals without known exposure to a person with COVID-19**

Testing of all students, faculty and staff for COVID-19 before allowing campus entry (entry testing) has not been systematically studied. It is unknown if entry testing in IHEs provides any additional reduction in person-to-person transmission of the virus beyond what would be expected with implementation of other infection preventive measures (e.g., social distancing, cloth face covering, hand washing, enhanced cleaning and disinfection). **Therefore, CDC does not recommend entry testing of all returning students, faculty, and staff.**



However, some IHEs are planning to adopt and implement this testing approach. IHEs planning for this testing approach should take into account the following:

- Acceptability of this testing approach among students, their families, faculty and staff.
- Limited availability of dedicated resources and the logistics needed to conduct broad testing among students, faculty, and staff in IHE settings. Examples of resources include trained staff to conduct tests, personal protective equipment, and physical space for conducting testing safely and ensuring privacy.
- Limited usefulness of a single administration of testing. Single administration could miss cases in the early stages of infection or subsequent exposures resulting in transmission, and would only provide COVID-19 status for individuals at that specific point in time.
- Specific features of their campus. For example, residential college communities that do not have frequent interaction with surrounding communities might have less potential exposure to COVID-19 than an IHE campus with commuter students or campuses where students engage frequently and/or live within the community.

In areas with [moderate to substantial community transmission](#) where resources allow, local health officials and IHEs may consider testing some or all asymptomatic students, faculty, and staff who have no known exposure (e.g., students in congregate housing such as residence halls) to identify outbreaks and inform control measures.

More resources for Institutions of Higher Education:

- For more information on facility-wide testing for asymptomatic individuals, please see the [Standardized procedure for broad-based testing for SARS-CoV-2](#).
- For additional considerations for reducing COVID-19 spread in IHEs, see the [Considerations for Institutions of Higher Education](#).
- For information about [daily life and coping](#) during COVID-19 for students, faculty, and staff:
  - Encourage employees and students to take breaks from watching, reading, or listening to news stories, including social media if they are feeling overwhelmed or distressed.
  - Promote employees and students eating healthy, exercising, getting sleep and finding time to unwind.
  - Encourage employees and students to talk with people they trust about their concerns and how they are feeling.
  - Consider posting signages for the national distress hotline: 1-800-985-5990, or text TalkWithUs to 66746
- [Communities, Schools, Workplaces, and Events: Information for Where You Live, Work, Learn, and Play](#)

# Talking Points

## K-12

### Summary:

Many states have posted school (K-12) reopening and mitigation plans on the web in a variety of formats. Most allow for district-specific plans, though requirements districts must follow are outlined. Some states have decided on only in-person or hybrid (in-person and virtual options); others have not decided yet or are leaving those decisions up to local educational agencies. Overall, guidance is in line with CDC guidelines, and CDC was directly referenced in most of the plans reviewed. Plans include information on reduced class and event sizes; encouragement or requirement of the use of cloth face coverings; increased cleaning and disinfection; hygiene (many said they would provide five opportunities for hand washing a day); modifications of flow of foot traffic to encourage social distancing; contact tracing programs; and nutrition, social, and emotional support for students, staff, and families. The most detailed plans reviewed were from Florida, Oregon, Oklahoma, and Minnesota.

- Noticeable gaps are identified in these plans. While many jurisdictions and districts mention symptom screening, very few include information as to the response or course of action they would take if student/faculty/staff are found to have symptoms, nor have they clearly identified which symptoms they will include in their screening. In addition, few plans include information regarding school closure in the event of positive tests in the school community. Many districts include placeholder language noting that they will develop a plan. CDC has a focused team within the response working to ensure that districts, administrators, and families have access to the resources and guidance they need to address these gaps.

## Institutions of Higher Education (IHE)

Many Institutions of Higher Education (IHE) have posted their reopening and mitigation plans online. While some variation in plans exist among the colleges and universities, overall, they are in line with CDC guidelines, and CDC was directly referenced in some of the plans reviewed. Plans include information on compressed fall semesters; hybrid course instruction (both in person and virtual options); reduced class and event sizes; encouragement or requirement of the use of cloth face coverings; screening; increased cleaning and disinfection; promoting hand hygiene; modifications of floor layouts and flow of foot traffic to encourage social distancing; and contact tracing programs.

The most detailed plans reviewed were from historically black colleges (HBUs) (Hampton University, Lincoln University); community colleges (Arizona Western College, Community College of Baltimore County, Clark State Community College), public universities (Pennsylvania State University, Temple University, University of Kentucky, Florida International University); private universities (Emory University, Vanderbilt University, Johns Hopkins University, Yale University, Southern Methodist University); and tribal institutions (Institutes of American Indian Arts).



## 1) Themes/common practices

- **Cloth Face Coverings** will be required among all staff and students at many IHEs including historically black colleges (HBUs), community colleges, public universities, private universities, and tribal institutions (Hampton University, Arizona Western College, Temple University, Vanderbilt University, Institutes of American Indian Arts).
- **Hybrid Course Instruction** including both in person and virtual options will be common at many IHEs including HBUs, community colleges, public, and private universities (Hampton University, Arizona Western College, Florida International University, Emory University, Vanderbilt University)
- **Daily Health Self-checks** will be required by all staff and students at some IHEs (Vanderbilt University, Yale University, Temple University)
- **Mandatory Testing** is included in reopening plans for some (private) universities (Emory University, Vanderbilt University)
- **Compressed Fall Semesters** without breaks are planned for a number of private and public IHEs (Emory University, Vanderbilt University, Southern Methodist University, University of Kentucky)
- **Limiting Residence Hall Capacity** will be an approach put in place by a number of HBU, public, and private residential IHEs (Hampton University, Emory University, Pennsylvania State University).
- **Modified Layouts** in classrooms, hallways, and dining halls to promote social/physical distancing on campus are a common part of many IHE reopening plans including HBUs, community colleges, public universities, private universities, and tribal institutions (Hampton University, Clark State Community College, Florida International University, Vanderbilt University, Institutes of American Indian Arts)
- **Enhanced Cleaning and Disinfection** of campus facilities, including restrooms and frequently touched surfaces, is a part of many IHEs reopening plans (Community College of Baltimore County, Florida International University, Emory University, Vanderbilt University, Institutes of American Indian Arts)

## 2) Innovations

- **Modified Layout Approaches:** Community College of Baltimore will be propping interior doors open across campus to minimize touch points and will be designating “up” and “down” stairwells to minimize close contact. They are also limiting elevator capacity to a maximum of 2 people at a time.
- **Modified Operations:** Vanderbilt University will expand opportunities for mobile ordering and “grab-and-go” options at campus dining facilities. They are also adding contactless “tap” checkouts.
- **COVID-19 Testing and Treatment:** Temple University is creating a new COVID-19 Testing and Treatment facility that is separate from the university’s normal health services operations.
- **Contact Tracing:** Temple University is also partnering with the Philadelphia Department of Public Health to develop an internal contact tracing unit.
- **Notifications/Alerts:** Southern Methodist University will be updating its [COVID-19 website](#) with information as positive cases are identified, and students and staff can sign up to receive alerts when the site is updated.

## 3) Examples of Consistency with CDC Guidance

- **Modified Layouts and Social Distancing**
  - Institutes of American Indian Arts- Individual office spaces and desks cannot be shared, and maximum capacity will be reduced for conference rooms and common areas.
  - Vanderbilt University- Changes to foot-traffic flow throughout buildings and on campus pathways.
- **Cloth Face Coverings**
  - Hampton University and Vanderbilt University: Mandatory face masks/coverings for all students, faculty, staff and visitors.
  - University of Kentucky: Employees only must wear face masks/covering when in public or when the employee may encounter another person.
  - Lincoln University: Employees are encouraged to wear their own cloth face covering/mask; a cloth face covering will be provided if an employee/visitor does not have one at the point of entry.
- **Screening**
  - Lincoln University: Temperature screening or symptom assessment of employees; to ensure compliance with privacy laws, screening records will not be maintained by departments.
- **Limit In-Person Class Sizes, Events, and Gatherings**
  - Hampton University: In-person class sizes and gatherings will be reduced to 50% capacity. Occupancy guidelines will be posted for meeting and conference workspaces.
  - Yale: Limiting size of Yale-hosted meetings and events.
- **Telework and Virtual Meetings/Services**
  - Arizona Western University: Departments will continue to offer virtual services to students, colleagues and the community throughout the fall semester and beyond.
  - Institutes of American Indian Arts: Meetings in which social distancing cannot be maintained will require the use of virtual Zoom technology or other web-based video conferencing tools.
- **Close or Modify Use of Communal Spaces**
  - Arizona Western University: Establishing a Car-to-Classroom plan for students for Fall 2020 – no events, no gatherings, no hanging out in Game Room, student lounges or other gathering spaces.
  - University of Kentucky: Break rooms, elevators, lunchrooms or other common areas should only be used by one employee at a time, if practical.
- **Physical Barriers and Guides**
  - Community College of Baltimore County: Floor markings are installed to facilitate social distancing.
- **Enhanced Cleaning and Disinfection**
  - Florida International University, Institutes of American Indian Arts, Vanderbilt University and Community College of Baltimore County: Increased frequency of cleaning of common areas and high touch points, such as light switches, phones, door handles, railings, etc.

- **Promoting Hand Hygiene**
  - Institutes of American Indian Arts and Florida International University: Hand hygiene is required—frequent washing with soap and water or using hand sanitizer.
- **Posting Signs Promoting Everyday Protective Measures**
  - Institutes of American Indian Arts: Use of signage and other communications to remind students, faculty, and staff regarding the utmost importance of social distancing, hand hygiene, and respiratory etiquette.
- **Staff Training**
  - Southern Methodist University: All employees returning to work completed a “COVID-19 Return-to-Work Training” before returning to campus.

#### 4) Differences Across the Different Categories/Types of IHEs

- **Mandatory Testing** was only mentioned in the reopening plans of private universities (Hampton University, Emory University, Vanderbilt University)
- **Compressed Fall Semesters** without breaks are planned only for residential universities and not mentioned for community colleges or tribal institutions (Emory University, Vanderbilt University, Southern Methodist University, University of Kentucky)

## IHE Athletics

- Directly impacts a relatively small number of U.S. public, but is high visibility and affects much of the public indirectly given the strong interest in college athletics among a broad swath of the public.
- Very complicated to manage COVID-19 risk; guidance for college athletics would comprise a combination of previously developed sets of guidance:
  - Youth sports: Offers guidance with respect to social distancing, reducing use of shared objects (e.g., bats and balls), reducing travel for competitions.
  - Gatherings and events: Offers guidance with respect to social distancing, limiting crowd size, signs encouraging hygiene, cleaning/disinfection/ventilation, and food service.
  - Travel: Applicable to air and bus travel by teams to away competitions.
  - Institutions of higher education: Applicable as many athletes live in congregate settings, sometimes living with non-athletes and sometimes living exclusively with other athletes; in addition, many athletic programs offer food service separate from those available to non-athletes.
  - Healthcare providers: Applicable as many college athletic departments manage healthcare needs of their athletes.
- Key questions that have been raised:
  - How should teams manage a positive case when most/all of the team could be considered a close contact? Should the team quarantine for 14 days and forfeit all of those competitions?
  - Can certain sports (e.g., basketball, wrestling) ever be safe for practice or competition when very close contact is inherent to the sport and social distancing is not possible?

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- Is it safe for at least some fans to attend competitions? Some revenue-generating sports are considering limited attendance by fans this fall; CDC guidance for gatherings and events can be helpful.



# School Reopening Plans

## Examples of K-12 Reopening and Mitigation Plans for 2020

### Summary:

Many states have posted school (K-12) reopening and mitigation plans on the web in a variety of formats. Most allow for district-specific plans, though requirements districts must follow are outlined. Some states have decided on only in-person or hybrid (in-person and virtual options); others have not decided yet or are leaving those decisions up to local educational agencies. Overall, guidance is in line with CDC guidelines, and CDC was directly referenced in most of the plans reviewed. Plans include information on reduced class and event sizes; encouragement or requirement of the use of cloth face coverings; increased cleaning and disinfection; hygiene (many said they would provide five opportunities for hand washing a day); modifications of flow of foot traffic to encourage social distancing; contact tracing programs; and nutrition, social, and emotional support for students, staff, and families. The most detailed plans reviewed were from Florida, Oregon, Oklahoma, and Minnesota.

Noticeable gaps are identified in these plans. While many jurisdictions and districts mention symptom screening, very few include information as to the response or course of action they would take if student/faculty/staff are found to have symptoms, nor have they clearly identified which symptoms they will include in their screening. In addition, few plans include information regarding school closure in the event of positive tests in the school community. Many districts include placeholder language noting that they will develop a plan. CDC has a focused team within the response working to ensure that districts, administrators, and families have access to the resources and guidance they need to address these gaps.

Map of State-by-State School Re-entry Guidance and Resources:

[https://docs.google.com/presentation/d/1BDwGDnRuKr6XNPkhckgK\\_goxlaaWaewoy5YCj3hzXmE/edit#slide=id.p](https://docs.google.com/presentation/d/1BDwGDnRuKr6XNPkhckgK_goxlaaWaewoy5YCj3hzXmE/edit#slide=id.p).

### **Alabama**

- The Alabama State Department of Education has developed a roadmap for reopening schools, including a [roadmap for parents](#).
- Alabama has invested in a new cloud-based learning management system and curriculum for schools.
- Virtual learning will be an option for the upcoming (2020-2021) school year; parents who are concerned about Covid-19 because of the health of their child or a family member can choose virtual learning.
- The state is working with school districts to assess ways schools can increase social distancing.
- Investing in WIFI for buses
- ADPH will continue contact tracing.

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- State has encouraged school districts to start later
- Extracurricular activities will look different – working with schools and teachers to figure out how extra and cocurricular activities can be delivered more safely.
- Source: <https://www.alsde.edu/covid-19>

## Alaska

- Alaska has developed a 'Smart Start 2020' for K-12 Schools Restart and Reentry Framework Guidance for the 2020-2021 School Year
- Using this framework, the Department of Health and Social Services will define and establish the parameters for how schools can safely operate in a low, medium, and high risk environment.
- With the support of Department of Education and Early Development, districts and schools will then build modular plans for how they will deliver education under each of these environments – focusing on three primary areas: (1) the conditions for learning, (2) the continuity of learning, and (3) the capacities for learning.

	Low Risk	Medium Risk	High Risk
<b>Conditions for Learning</b> <ul style="list-style-type: none"> <li>• Safety protocols</li> <li>• Parent/Family Engagement</li> <li>• Food service</li> <li>• Transportation</li> <li>• Social/Emotional Needs</li> <li>• Trauma Informed</li> <li>• Attendance/Engagement</li> <li>• Community Services</li> </ul>			
<b>Continuity of Learning</b> <ul style="list-style-type: none"> <li>• School Schedules</li> <li>• Scope and Sequence of Curriculum</li> <li>• Delivery Methods</li> <li>• Measurement</li> </ul>			
<b>Capacities for Learning</b> <ul style="list-style-type: none"> <li>• Connectivity</li> <li>• Budgets</li> <li>• Grants</li> <li>• Student Activities</li> <li>• Student Travel (in/out of state)</li> <li>• Facility Use</li> </ul>			

*Illustration of the framework districts and schools will use to plan for the delivery of education. Listed under each primary area are example topics schools and districts will need to address in their plans.*

- Source: <https://education.alaska.gov/news/COVID-19/Alaska%20Smart%20Start%202020%20Framework%20Guidance.pdf>

## Arkansas' Blytheville School District, Blytheville, AR

- Plan presents two learning environment options: for 2020 - 2021 School Year - August 11th start date
  - Option 1 - Traditional School on Campus - regular school day (adhering to ADH guidance); plans are to have as normal a day as possible while following safety standards; digital learning will be incorporated into day-to-day instruction; classrooms will be arranged to provide social distancing as feasible and practical; concurrent credit courses through ANC are included in the traditional approach
  - Option 2 - Full-time Free Virtual Academy - students choose to learn remotely from home full time using digital curriculum in the Blytheville Public Schools Virtual Academy (BPSVA); for students not comfortable returning to onsite instruction; parents can sign

up for this option and commit to a minimum of a semester; district provides the Chromebook; on-campus or extracurricular activity participation on a case-by-case basis; the application will be posted on the district website and later in this document; an orientation will be conducted prior to the start of school

- Source: <https://www.blythevilleschools.com/article/263789?org=bsd>

## Connecticut

- Local educational agencies should plan to have all students, in all districts, return to schoolhouses for full-time instruction at the beginning of 2020-2021, so long as public health data continues to support this model. This model will be supported with more intensive mitigation strategies and specific monitoring, containment and class cancellation plans
  - As Connecticut schools plan to reopen, the guidance and considerations outlined in this document are grounded in six guiding principles:
    1. Safeguarding the health & safety of students and staff;
    2. Allowing all students the opportunity to return into the classrooms full time starting in the fall;
    3. Monitoring the school populations and, when necessary, potentially cancelling classes in the future to appropriately contain COVID-19 spread;
    4. Emphasizing equity, access, and support to the students and communities who are emerging from this historic disruption;
    5. Fostering strong two-way communication with partners such as families, educators and staff; and
    6. Factoring into decisions about reopening the challenges to the physical safety and social-emotional well-being of our students when they are not in school.
- Main operational considerations:
  - Cohorting: Emphasize grouping students by the same class/group of students and teacher (into a cohort) so each team functions independently as much as possible. Consider this methodology by grade levels. Placing students in cohorts is strongly encouraged for grades K-8, and encouraged where feasible for grades 9-12.
  - Transportation: Local Educational Agencies (LEAs) should plan for buses to operate close to capacity with heightened health and safety protocols, including requiring all students and operators wear face coverings. Plans must be developed to activate increased social distancing protocols based upon community spread.
  - Social Distancing and Facilities: Review building space and reconfigure available classroom space, such as gymnasiums and auditoriums, to maximize social distancing, consistent with public health guidelines in place at that time.

- Face Coverings: All staff and students will be expected to wear a protective face covering or face mask that completely covers the nose and mouth when inside the school building, except for certain exceptions including when teachers are providing instruction.
- Source: [https://portal.ct.gov/-/media/SDE/COVID-19/Reopening\\_Executive\\_Summary.pdf](https://portal.ct.gov/-/media/SDE/COVID-19/Reopening_Executive_Summary.pdf)

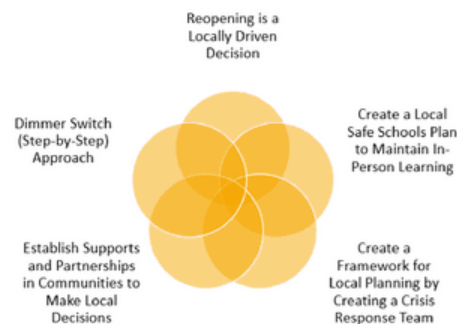
## Florida

- Reopening Florida's Schools and the CARES Act Plan
- Outline of Plan:
  - Part 1: This plan provides diverse insights on the connection between schools and the economy and their subsequent impacts on achievement gaps.
  - Part 2: Provides health and instructional recommendations for reopening Florida's schools, aligned to the executive direction of Florida Governor Ron DeSantis, the Re-Open Florida Task Force's Safe. Smart. Step-by-Step. Plan, the Florida Department of Health (FDOH) and CDC. Child care (early learning) programs, K-12 schools and postsecondary institutions should use this document as points to consider and implement with local context, and note that health related mitigations may need to adjust as Florida learns more about the impacts of COVID-19.
- Examples of recommendations from this section:
  - Recommendations to reduce risks during the school day:
    - As feasible, keep groups of students together throughout the day to minimize the number of people in close contact with each person.
    - As feasible, convert cafeterias, libraries, gymnasiums, auditoriums, outdoor areas into classroom space.
    - Explore allowing students to eat meals in traditional classroom space or outdoors.
    - Move nonessential furniture and equipment out of classrooms to increase distance between students and turn desks the same direction.
    - Maintain a maximum distance between desks as possible, even if not able to achieve 6 feet, and avoid sharing of textbooks, supplies and toys.
    - Consider setting up a secondary clinic in schools, exclusively for students showing symptoms of COVID-19.



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- Recommendations to Reduce Risks at Front Door:
  - Create a crisis response team at the district, school or program level, as applicable.
  - Post a crisis plan and response check list where they are easily accessible.
  - Consider screening students, employees and visitors through visual signage, verbal questions or visual assessments.
  - As feasible and while maintaining the goal of getting students on campus every day, explore staggered schedules, start and end times to limit crowds.
- CDC's guidance on cloth face coverings is quoted



- Responding to a confirmed case: include CDC's Decision Tree
- Part 3: This plan provides the Florida Department of Education's (FDOE) implementation plan for the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act's education and child care related components
- Part 4: This plan holds adequate reserve funds back for needs that may emerge closer to and during the 2020-2021 academic year.
- Source: <http://www.fldoe.org/core/fileparse.php/19861/urlt/FLDOEReopeningCARESAct.pdf>

### Georgia, Gwinnett County Public Schools (GCPS)

- GCPS is preparing to start the 2020-21 school year as planned on August 5.
- As part of the planning process, they gathered feedback from families about their preferred way to return to school. A survey completed in mid-June showed that 43% of parents prefer a return to in-person instruction; 34% prefer 100% digital learning; and 23% prefer an option that combines in-person instruction with digital learning.

- They determined that the most prudent course of action is to open the school year with in-person instruction, along with an option for digital learning, for students in grades K-12.
- For immediate planning purposes, they will be asking all families to tell us which option they prefer for each of their children:
  1. In-person instruction at their child's school; or
  2. Digital learning for their child at home.
- Students will attend school based on the option chosen for all of first semester (through December). A change may be made after the first nine weeks, if it is needed to better serve the student.
- Details on In-Person Option:
  - Families should self-screen at home. It is recommended that families take temperatures daily before going to school. Anyone with a fever of 100.4 F or higher should not go to a school site. Students and adults also should screen themselves for respiratory symptoms such as cough and shortness of breath prior to coming to school each day.
  - Periodic screenings, including random temperature checks, will be conducted. Students and staff with COVID-19 symptoms or a temperature of 100.4+ will be isolated immediately and sent home.
  - All students and employees must stay home if they have COVID-19 symptoms, tested positive, or had close contact with a person with COVID-19 within the last 14 days.
  - For those who are ill, health dept. guidelines will be followed for return to school/work.
  - Frequent handwashing encouraged, with breaks for scheduled handwashing at ES level. We also will recommend bringing hand sanitizer from home.
  - Cleaning/disinfecting of buildings, surfaces, and high-touch objects will be done more frequently. Ventilation systems will be monitored for proper operation.
  - Buses will be cleaned/disinfected after morning/afternoon routes.
  - The use of masks can be a challenge for some children and adults, so it will not be required. However, the wearing of masks will be encouraged for those who can.
  - Schools will limit visitors; serve meals in classrooms; stagger lunch, playground, and class-change schedules; and hold meetings/events virtually as possible.
  - Where feasible, rooms will be arranged with student desks facing the same direction and students seated at tables will sit on the same side.
  - Students will be discouraged from sharing books, materials, supplies, or equipment, including devices and equipment used for athletics/PE.
  - Cleaning/disinfecting protocols will be used in computer labs, media centers, and athletic facilities.

- Cafeteria keypads will be replaced with a barcode scanning system.
  - Water fountains will be closed. Students will be encouraged to bring water from home.
- Details on Digital Learning Option
  - The expectations for students participating in digital learning in the fall of 2020 will be the same as for those attending in-school in terms of attendance, grading, and accountability.
  - For the most part, the digital learning day will follow the same operational hours as the in-person school day.
  - For those, who choose digital learning, students will need access to reliable internet and devices. Sharing a device is not recommended as multiple students in a family would “attend” digital lessons at the same time during the school day.
  - During the spring, we learned that parent involvement is a key to successful digital learning as students may need parental assistance during the digital learning school day.
  - Source: <https://publish.gwinnett.k12.ga.us/gcps/home/public/about/content/covid-19/letters>

## Illinois

- Executive Order 2020-40, filed on June 4, 2020, allowed schools to reopen for in-person instruction in Phase 3.
- In-person instruction is strongly encouraged in Phase 4; however, it is critical to note that this does not signify a return to pre-pandemic operations. Appropriate social distancing, face coverings, enhanced sanitation measures, and other accommodations will be necessary to ensure the safety of students, staff, and their families.
- During Phase 4, IDPH guidelines will:
  - Require use of appropriate personal protective equipment (PPE), including face coverings;
  - Prohibit more than 50 individuals from gathering in one space
  - Require social distancing be observed, as much as possible
  - Require that schools conduct symptom screenings and temperature checks or require that individuals self-certify that they are free of symptoms before entering school buildings; and
  - Require an increase in schoolwide cleaning and disinfection.

- All public and nonpublic schools in Illinois serving prekindergarten through 12th grade students must follow these guidelines.
- Schools and districts should also prepare for a return to remote instruction in the event of a resurgence of the virus or a second wave of it in the fall
- PA 101-0643 requires that school districts “adopt a Remote and Blended Remote Learning Day Plan approved by the district superintendent.” Furthermore, the legislation stipulates that “Remote Learning Day or Blended Remote Learning Day may be met through a district's implementation of an e-learning program under Section 10-20.56.”
- ISBE strongly encourages schools and districts to provide in-person instruction for all students, especially those under the age of 13, to avoid the need for child care and exposure to additional individuals
- Schools and districts are strongly encouraged to provide in-person instruction to students. However, schools and districts that are unable to adhere to IDPH requirements may choose to implement Blended Remote Learning Days, which are authorized by PA 101-0643.
- Calendar considerations for local districts need to be thorough and thoughtful. Districts may consider amending school calendars to include earlier start dates so the first term can be completed by the end of November in the event there is a second wave of the virus.
- To help students comply with social distancing as much as possible, consider revising activities that combine classes or grade levels or require travel to other buildings.
- Consider synchronously broadcasting in-class instruction to multiple rooms to allow students to spread out.
- Implement a home-room stay, meaning the teachers rotate instead of the students.
- Consider moving class activities outdoors if weather and safety considerations permit.
- Districts should proactively prepare staff and students to prevent the spread of COVID-19 or any other infectious disease.
- All employees should be trained on health and safety protocols related to COVID-19 prior to resuming in-person instruction. Consider referring to recommendations and strategies from the CDC: Guidance for Businesses and Employers and Considerations for Schools for guidance. Sections of this guidance were previously published in Part 2 and may be updated.
- All individuals in school buildings, including all public and nonpublic schools that serve students in prekindergarten through grade 12, must wear face coverings at all times unless they are younger than 2 years of age; have trouble breathing; or are unconscious, incapacitated, or otherwise unable to remove the cover without assistance. Face coverings must be worn at all times in school buildings even when social distancing is



maintained. Face coverings do not need to be worn outside if social distance is maintained.

- Schools and districts must conduct temperature and symptom screenings or require self certification and verification for all staff, students, and visitors entering school buildings.
- Schools should consider the number of students and adults in the cafeteria during each breakfast and lunch period and ensure that it does not exceed that maximum gathering size per the Restore Illinois plan (no more than 10 individuals during Phase 3 and no more than 50 individuals during Phase 4, if possible)
- Source: <https://www.isbe.net/Documents/Part-3-Transition-Planning-Phase-4.pdf>

### Kentucky:

- Kentucky released Guidance on Safety Expectations and Best Practices for Kentucky Schools (K-12)
- Practices listed in this document are divided into safety expectations that must be implemented by schools, as determined by the Kentucky Department for Public Health. Best practices are additional strategies that schools may choose to follow in order to optimize the safety of students and staff.
- Safety expectations are fully explained in this guide (only a few examples of what is included in the guide are below):
  - Social Distancing:
    - Stagger arrival and dismissal times.
    - Increase space between students by rearranging seating to maximize space between students to be 6 feet or greater.
    - If the physical space in the school does not allow for spacing students' desks 6 feet apart, space desks as far away as possible and require masks at all times in that classroom for students and staff. All desks should be arranged so students seats face the same direction.
    - Model creating space between students/staff and avoid unnecessary contact or movement within the personal space of 6 feet.
  - Cloth Face Coverings
    - Students who are enrolled in first grade and above and staff should be required to wear a cloth face covering, unless medically waived. Masks can be lowered during classroom time if all students and staff are seated 6 feet apart and no persons are walking around inside the classroom.
  - School Health Policies, and Personal Protective Equipment

- Screening and School Exclusion
  - Temperature check (touchless thermometer) for all students and staff at point of school property entry.
- Sanitation and Environmental Factors:
  - Post signs throughout the school facility encouraging proper hand and respiratory hygiene practices (covering coughs and sneezes).
  - Daily cleaning and disinfection of all school facilities.
  - Stagger lunch times and promote social distancing at tables (include accommodation for students with food allergies). If students eat in the cafeteria, surfaces must be cleaned and sanitized between cohorts of diners. Seat assignment and a manifest will be needed to support contact tracing if the school experiences a positive case of COVID-19.
- Contact Tracing: Notify local health department of any positive cases of COVID-19 and be prepared to cooperate with the contact tracing investigation with manifests of bus transportation, classroom cohorts, cafeteria setting charts, etc., that will allow quick identification of those at high risk of infection from the positive COVID-19 student/staff. Quickly initiating a 14 day quarantine of these at-risk individuals is our best defense against further spread of the viral illness
- Source: [https://education.ky.gov/comm/Documents/Safety%20Expectations\\_FINAL%20DOC.pdf](https://education.ky.gov/comm/Documents/Safety%20Expectations_FINAL%20DOC.pdf)

### **Los Angeles County, California**

- A Planning Framework was created by local educational agency leaders (LEAs) to work with their teams to plan for the 2020-2021 school year.
- LEAs may adapt this framework as needed
- Framework Vision: Throughout the 2020-21 school year, our communities are healthy and connected, and all students are receiving high-quality instruction that meets their needs
- Framework Guiding Principles:
  - Maintaining continuity of instruction
  - Keeping students and staff safe and healthy
  - Ensuring access and equity for all students
  - Communicating with stakeholders, such as staff, families, bargaining units and partners

- Ensuring flexibility to meet the needs and advocate for all students, while maintaining fiscal solvency
  - Take into account in five primary focus areas: Instruction, Health and Safety, Social-Emotional Support Systems, Family and Community Engagement and Operations.
- LA County Department of Public Health guidelines should be used to support local planning
- LEAs should exercise local control, and engage staff, students, families, professional associations, and community partners in planning
- Three sections of planning framework:
  - Align Vision and Direction
  - Assess Student, Staff, and Organizational Needs
  - LEA Planning
- LEAs should select the teaching model(s) that best fit the needs of their students.
  - Face to Face: *The teacher and the student meet physically in a set place for a set time, for either one-on-one learning or in group classroom lessons with social distancing measures in place, as well as health and safety measures.*
  - Hybrid: Hybrid learning occurs both in the classroom (or other physical space) with social distancing measures in place, as well as health and safety measures, and via distance learning.
  - Distance learning: Distance learning occurs when the learner and instructor, or source of information, are separated by time and distance and therefore cannot meet in a traditional physical classroom setting.
- Source: <https://www.lacoe.edu/Home/School-Reopening>

## Massachusetts

- Planning document clearly states goal for this fall: the safe return of as many students as possible to in-person school settings, to maximize learning and address our students' holistic needs.
- Provide a clear set of health and safety requirements for in-person learning this fall, grounded in the most up-to-date scientific literature and discussions with expert medical advisors.
- Require districts and schools to prepare a reopening plan that addresses three possible learning models for this fall:
  - in-person learning with new safety requirements,
  - a hybrid of in-person and remote learning,
  - and the continuation of remote learning (to ensure continuity of learning throughout the school year, even if circumstances change).



- Schools will also need a focused plan for special student populations. Districts and schools will be required to submit a comprehensive reopening plan to the Department of Elementary and Secondary Education (DESE) in August that addresses these three models.
- The Commonwealth is making available:
  - An additional \$202 million from the CvRF for a new grant round to support school reopening. Of the \$202 million, \$182 million will be formula grants (\$225 per pupil) and \$20 million will be available at the Commissioner's discretion for distribution to districts with unmet needs. In accordance with federal rules, these funds must be spent by December 30, 2020 for COVID-19 related expenses. Funding for the City of Boston and Plymouth County are separate and in addition to these funds.
  - \$25 million available for remote learning technology grants through which the Commonwealth will provide a 100% state match to districts for their remote learning needs.
- Examples of guidance included in document:
  - Students in grade 2 and above are required to wear a mask/face covering that covers their nose and mouth.
    - Face shields may be an option for those students with medical, behavioral, or other challenges who are unable to wear masks/face coverings.
    - Transparent masks may be the best option for both teachers and students in classes for deaf and hard of hearing students. They may also be useful for teachers and younger students who rely on visual / facial cues.
    - Adults, including educators and staff, are required to wear masks/face coverings.
    - Exceptions to mask/face covering requirements must be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors.
    - Mask breaks should occur throughout the day.
    - Masks/face coverings should be provided by the student/family, but extra disposable face masks should be made available by the school for students who need them.
    - Masks/face coverings are required to be worn by everyone on the bus during school bus transportation.
  - Student groups: To minimize the number of students who would potentially be exposed in the event of a COVID-19 event, to the extent feasible, elementary schools should aim to keep students in the same group throughout the day and middle and high schools are encouraged to minimize mixing student groups to the extent feasible. Our initial requirements and related guidance are as follows:

- Cohorts: Schools should divide students into small groups that remain with each other throughout the day, with smaller cohort sizes preferred. Schools should look for ways to isolate cohorts of students and prevent inter-group contact to the extent feasible.
- Capacity: There are no required maximums on cohort or group sizes, so long as schools adhere to the physical distancing requirements above.
- Source: <http://www.doe.mass.edu/covid19/>

## Minnesota

- School and district administrators are directed to develop three contingency plans to prepare for the 2020-21 school year using the three scenarios described below:
  - Scenario 1: In-person learning for all students. In this planning scenario, schools should create as much space between students and teachers as is feasible during the day, but will not be held strictly to enforcing 6 feet of social distancing during primary instructional time in the classroom. Activities and extracurricular programming should continue to follow the COVID-19 Prevention Guidance for Youth, Student, and Child Care Programs. This scenario may be implemented if state COVID-19 metrics continue to stabilize and/or improve. All requirements in this guidance apply to scenario 1.
  - Scenario 2: Hybrid model with strict social distancing and capacity limits. In this planning scenario, schools must limit the overall number of people in school facilities and on transportation vehicles to 50% maximum occupancy. Sufficient social distancing with at least 6 feet between people must occur at all times. If distancing cannot be achieved in a space or on a transportation vehicle, the number of occupants must be reduced. Schools must also include plans for contactless pick-up and/or delivery of meals and school materials for days that students and staff are not in the school building, as well as implementation of a school-age care program for critical workers. This scenario may be implemented if COVID-19 metrics worsen at the local, regional, or statewide level. Scenario 2 may also be implemented within a school if they experience clusters of cases within a classroom or the school. All requirements in this guidance apply to scenario 2, with additional requirements noted in the Social Distancing and Minimizing Exposure section noted for scenario 2 only.
  - Scenario 3: Distance learning only. This scenario may be implemented if local, regional, or statewide COVID-19 metrics worsen significantly enough to require the suspension of in-person learning. The requirements in this guidance regarding in-person protections would not apply to the general school community, as students and staff would be

utilizing distance learning and would not be gathering in groups on school grounds. However, schools may be open to provide emergency child care or other functions.

- Governor Walz's Office, in consultation with the Minnesota Department of Health (MDH) and Minnesota Department of Education (MDE), will determine and announce the scenario model under which schools may reopen for the 2020-21 school year based on state COVID19 metrics by the week of July 27. Future decisions to increase or loosen restrictions will be made if COVID-19 metrics at the local, regional, or state level worsen or improve. Schools may choose to implement strategies that are more restrictive than the scenario established by the state, but may not choose to implement plans for a scenario that is less restrictive.
- This guidance document is organized into sections by topic, and within each section the planning elements are further separated into required and recommended practices for each planning scenario. Required health practices must be implemented by all Minnesota public schools. These practices are foundational to minimizing the risks of exposure to COVID-19 for students, staff, and families. These practices are considered the minimum level of implementation, and schools may not be less restrictive. Recommended health practices are additional strategies that schools may choose to use to minimize the spread of COVID-19. MDH and MDE recognize there are diverse learning environments that will require teams to use thoughtful strategies when applying guidance to meet the health and safety needs of all students and staff. Not all recommended practices will be possible in all settings, and therefore should be tailored as appropriate.
- Source: <https://www.health.state.mn.us/diseases/coronavirus/schools/k12planguide.pdf>

### **Missouri, Jennings School District, Jennings, MO**

- Examples of actions described in JSD Essential Actions for COVID-19 School Safety & Wellbeing
- From CDC Guidelines:
  - Minimally face covers are available for: health room staff and any person exhibiting symptoms
  - No sharing of any items or supplies, all belongings in individual cubbies, locks, labeled containers
  - No sharing of electronic devices, toys, games, learning aids
  - Desks 6 feet apart, all facing the same way in classrooms. 30 square feet space per person is our JSD goal.
  - Distance on school buses – 1 child or family per seat, skip rows and start with first student to go to last seat and the driver

- Use plexiglass for teacher desk partitions wherever you cannot space 6ft apart
- One-way routes in hallways; tape on sidewalks and walls to keep kids 6th apart
- No communal shared spaces – cafeterias, playgrounds per class and with cleaning with each use
- Physical barriers or screens between sinks in bathrooms and touchless equipment
- Only pre-packages boxes or bags of food instead of cafeteria food; kids eat in classrooms
- No field trips, assemblies, or external organizations in the school. Limit volunteers and visitors unless with special permission
- Same children stay with the same staff all day, little to no switching groups or classes
- Stagger arrival and departure times for students to limit crowds to less than 50 students at any time.
- Clean and disinfect high-touch places throughout the day and hand washing 5 times a day
- School activity programming:
  - Start and drop off time at 7:45 am, conduct breakfast in classrooms. Have one waiting room or space for early arrivers
  - Use new online enrollment, virtual parent meetings as much as possible, or one-on-one, small-group, and outdoors meetings
  - Parents/Guardians will drop off & pick up children at the main entry
  - Staff will escort children upon pick up to wash hands and deliver the child to their assigned group and counselor for the week
  - Large group activities will not be conducted
  - Maximize activities promoting natural distancing, such as parallel play or competition; individual projects; physical activities with no shared equipment, like foot races, hiking, treasure hunts, etc.
  - Maximize outdoor activities over indoor activities
  - Field trips will not occur; camps can utilize guest speakers (who are also wellness checked) and virtual field trips
  - Follow the sports and band guidance -- NFHS Guidelines at the secondary level
  - Reinforce concepts around the hand and respiratory hygiene for both staff and children, such as covering your cough, washing your hands regularly, and keeping your hands away from your face and mouth
  - Staff should wear face coverings when distancing from children is difficult
  - Class size 20 people max per 600 sq ft room or classrooms large enough for 30 sq ft/person per room 6 feet separation. Minimize time standing
  - Separate children into smaller groups with dedicated staff

FOR INTERNAL USE ONLY

- Provide 5 opportunities every day for hand-washing/sanitizing for staff and children, including before/after meals/bathroom



JSD\_Essential Actions  
for COVID-19 School

- Source:



## New Mexico

- New Mexico will take a phased approach to reentering schools.
- Beginning August 3, all schools in the state will be able to start the school year utilizing a hybrid model of instruction.
  - Under a hybrid model, the number of students present in the building at any given time will be limited in order to ensure that six feet of social distancing can be maintained at all times.
  - Students will alternate between in-person instruction at the school building and online instruction when at home.
- The state's goal is to move all schools into a full school schedule as soon as it can be safely accomplished.
- The state will assess the impact of school reentry on the rate of spread of the virus statewide in each of the 5 regions.
- NMPED's Reentry Guidance provides considerations, recommendations, and best practices to encourage a safe and successful school year. The eight minimum requirements for reentry are:
  1. All districts and schools across the state will be able to operate strictly according to hybrid guidelines. The Department of Health and Medical Advisory Team will regularly assess rates of the spread of COVID-19. Districts and schools will then follow the appropriate guidelines based on the designated safe reentry category.
  2. Schools must participate in a surveillance and rapid response testing program for all staff.
  3. Schools must adhere to the social distancing requirements of their designated category.
  4. Schools should avoid large group gatherings.
  5. Face coverings are required for all students and staff except while eating, drinking and exercising, with limited exceptions for students or staff who have medical reasons for not being able to wear a mask or face shield.
  6. All staff must be screened on a daily basis, including a temperature check and review of potential symptoms. All sites must work with state and local health officials to have a plan for contact tracing. While not required, this is also recommended for students.
  7. For transportation, all staff and students must wear face shields or masks.
    - i. In addition: A maximum of two students may sit together on a bus seat.
    - b. Schools in the yellow category should take all reasonable steps to limit bus seats to one student to the best of their ability.
  8. Meals must be provided to students during in-person instruction and remote learning.

- Source: [https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/20NMPED\\_ReentryGuide\\_Hybrid.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2020/06/20NMPED_ReentryGuide_Hybrid.pdf)

## North Carolina

- Lighting our Way Forward, Guiding Principles for Reopening Schools Document outlines that *NC Public Schools* will:
  - consider the safety and wellness of students and employees, first and foremost;
  - respond to the needs of vulnerable and high needs populations;
  - be adaptable and flexible with the ability to move throughout the academic year from one Reopening Plan to another based on public health needs;
  - synergize multiple operational and academic factors to develop effective plans;
  - ensure engagement with all voices represented in the schools;
  - maintain consistent communication with students, families and employees to ensure respect and success within the evolving situation.
- Per the NC Department of Health and Human Services (NCDHHS) StrongSchoolsNC Public Health Toolkit (K-12) from June 8, 2020, all public schools are directed to have three plans in place to ensure continuity of educational services should the state's COVID-19 metrics change significantly requiring additional restrictions to control the spread of the disease. These Reopening Plans will be the foundation for a successful and agile academic school year. The three required Reopening Plans are:
  - Plan A: Minimal Social Distancing
  - Plan B: Moderate Social Distancing
  - Plan C: Remote Learning Only

COVID-19 REOPENING PLANS	School Facilities and Students	Health Precautions *	Teaching and Learning	Scheduling Options
<b>REOPENING PLAN A</b> <i>Minimal Social Distancing</i>	Open  All students in school at same time	Enhanced health protocols  See NCDHHS requirements and recommendations	Traditional with preparation for Blended Learning	Change within day, see below
<b>REOPENING PLAN B</b> <i>Moderate Social Distancing</i>	Open  Limit density in facilities to no greater than 50% maximum occupancy	Enhanced health protocols  See NCDHHS requirements and recommendations  Increased requirements in addition to Plan A	Blended Learning for all	Multiple options, see below
<b>REOPENING PLAN C</b> <i>Remote Learning</i>	Closed  No students in school facilities	N/A  All at home	Remote Learning for all	Full change to Remote Learning



- The document outlines considerations for
  - Reopening Plans and Scheduling
  - Student Health & Safety
  - Employee Health, Safety & Support
  - Social & Emotional Learning & Mental Health
  - Operations:
  - Facilities
  - School Nutrition
  - Transportation
  - Before and After-School Programming
  - Athletics and Extra-Curricular
  - Communicating & Combating Misinformation
  - Student Learning
  - Instructional Planning
  - Special Populations
- Sources: <https://files.nc.gov/covid/documents/guidance/Strong-Schools-NC-Public-Health-Toolkit.pdf>; <https://covid19.ncdhhs.gov/guidance#school>

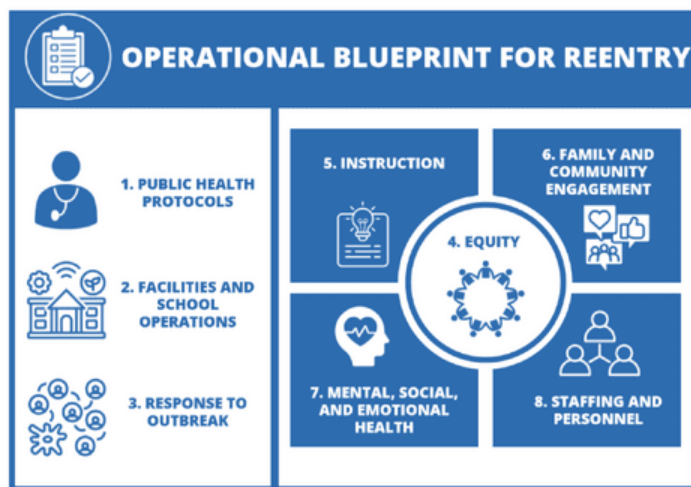
## Oklahoma

- Return to Learn Framework is organized into four categories essential to planning for the 2020-21 school year, with specific actions and considerations in each category. In general, the categories are intended to facilitate communication and planning to meet the challenges of the 2020-21 school year, ensuring stakeholders and school districts understand how to support operations to produce the best outcomes for all, including community health considerations and conditions for learning.
- The categories are:
  - School Operations Integrating public health strategies for the prevention of COVID-19 into schools, examples:
    - Adopt policies for screening staff, students and visitors prior to entry
    - Develop a plan in the event that a positive case, or suspected case, is identified in the school
    - Utilize RAVE Panic Button Districts should consider utilizing communication technology like the RAVE mobile safety panic button. This tool is available to every public school district in Oklahoma at no cost. RAVE provides one-touch communication within schools, between campuses, among key employees and 911 and first responders as needed.
    - Create a tiered response for potential school closures
    - Determine district use of personal protective equipment (PPE) and how to secure it
    - Evaluate school cleaning practices - work with facility maintenance and administration regarding the use of appropriate disinfectants.
  - Academics & Growth Ensuring continuity of learning
    - Prepare for distance-learning options: Districts should develop plans for delivering instruction in three ways:
      - Traditional (on-site delivery) – Districts should plan for the majority of the school year, and possibly the entire year, to be on-site, as long as public health officials deem it safe to do so and the school is prepared with appropriate health and safety measures.
      - Distance learning (done remotely but as a continuation of learning that normally would take place on-site) – Districts should have a plan to offer distance learning, which can include online learning, with required student participation for the 2020-21 school year. This learning plan should be deployed in an emergency, such as a resurgence of COVID-19 or another circumstance in which students cannot receive on-site instruction in a school building.

- Blended learning (combines both on-site and distance learning) – Districts may choose to offer educational services through a blended model that utilizes both distance learning and on-site learning for at least a portion of the 2020-21 school year. A blended model may better accommodate social distancing by partially reopening school buildings to provide educational services
- Consider staggering the days students are in school buildings When using the blended model, districts may consider staggering student attendance in buildings.
- Consider serving school meals in classrooms rather than cafeterias
- Consider how to serve meals to students who are not attending school on-site
- Whole Child & Family Supports Supporting the whole child, including social and emotional wellness
  - Plan to support social-emotional learning (SEL) School districts can instill protective factors in their students and subsequently strengthen student mental health and overall functioning by developing a plan to support social-emotional learning. The COVID-19 pandemic has affected the well-being of students and their families, teachers and school staff.
  - Establish ongoing reporting protocols and provide ongoing counseling as needed. Each site within a district should consider forming a mental health intervention team (MHIT) of certified teachers, certified school counselors, licensed mental health professionals and school administrators
- School Personnel Supports for school personnel as they navigate new and emerging challenges:
  - Plan for employees who may be exposed or test positive for coronavirus Employees who test positive for the virus or have a member of their household test positive for the virus will be required to be isolated and prohibited from returning to school until meeting CDC requirements for being around others.
- Source: <https://sde.ok.gov/sites/default/files/Return%20to%20Learn%20Oklahoma.pdf>

## Oregon

- READY SCHOOLS, SAFE LEARNERS GUIDANCE FOR SCHOOL YEAR 2020-21 provides statewide guidance for each school to independently plan for the 2020-21 school year. These individual plans will necessarily look different from community to community.
- For the 2020-21 school year, each public school will work under the direction of the school district to develop an Operational Blueprint for Reentry that is tailored to the local context and informed by local needs. Sample Blueprints are available in the document.
- By August 15, 2020 or prior to the beginning of the 2020-21 school year, whichever is earlier, every school must consult relevant stakeholders and assemble a planning team to complete an Operational Blueprint for Reentry. The final plan must be posted on school and district websites, and submitted to the Oregon Department of Education (ODE).
- Public charter schools must make their Operational Blueprint for Reentry available to the community on the school's website and the sponsoring district's website, the plan must be reviewed by the school's board, submitted to the school's sponsoring district, and submitted to ODE.



READY SCHOOLS, SAFE LEARNERS		
Overview • Operational Blueprint for Reentry		
<b>1. Public Health Protocols</b>	<b>1a.</b> Communicable Disease Management Plan for COVID-19 <b>1b.</b> High-Risk Populations <b>1c.</b> Physical Distancing <b>1d.</b> Cohorting <b>1e.</b> Public Health Communication	<b>1f.</b> Entry and Screening <b>1g.</b> Visitors/Volunteers <b>1h.</b> Face Coverings, Face Shields, and Clear Plastic Barriers <b>1i.</b> Isolation Measures
	<b>2a.</b> Enrollment <b>2b.</b> Attendance <b>2c.</b> Technology <b>2d.</b> School Specific Functions/Facility Features <b>2e.</b> Arrival and Dismissal <b>2f.</b> Classrooms/Repurposed Learning Spaces	<b>2g.</b> Playgrounds, Fields, Recess, and Breaks <b>2h.</b> Meal Service/Nutrition <b>2i.</b> Transportation <b>2j.</b> Cleaning, Disinfection, and Ventilation <b>2k.</b> Health Services
<b>3. Response to Outbreak</b>	<b>3a.</b> Prevention and Planning <b>3b.</b> Response <b>3c.</b> Recovery and Reentry	

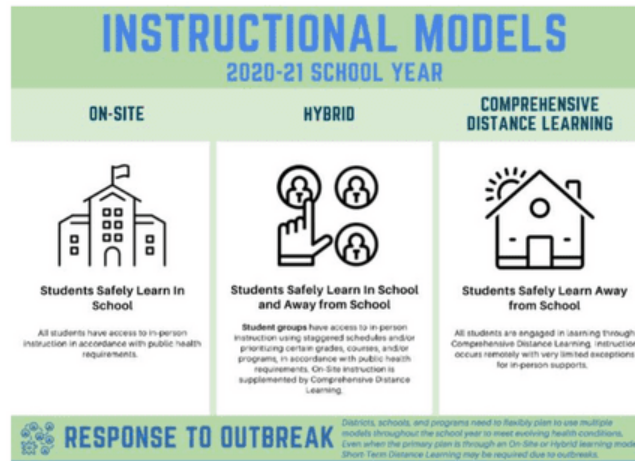
	4. Equity	4a. Principles in Action 4b. Decision Making that Centers Equity
	5. Instruction	5a. Instructional Time 5b. Instructional Models 5c. Instructional Schedule and Academic Calendar 5d. Instructional Considerations 5e. Safeguarding Student Opportunity Clause 5f. Instructional Activities with a Higher Risk for Disease Spread
	6. Family and Community Engagement	6a. Partnership in Planning 6b. Communication
	7. Mental, Social, and Emotional Health	7a. Planning 7b. Resources and Strategies
	8. Staffing and Personnel	8a. Supports 8b. Public Health Training 8c. Professional Learning

- Requirements and recommendations for inclusion in blueprints are described in the guidance. Requirements include:
  - Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.
  - Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official
  - Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation.
  - Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals.
  - Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease
  - Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian.
  - Required Handwashing: All people on campus should be advised and encouraged to wash their hands frequently.
  - Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.
  - Seating: Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times
  - Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day.



Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings, restrooms, and playgrounds.

- Review and apply school's equity stance, principles, and/or commitment.
- Instructional Model Selection: Districts will select an instructional model or models based on multiple factors including but not limited to: local COVID-19 status, school facility capacity, staffing capacity, operational capacity, needs of high- risk students and staff, available space, student enrollment, budget, technology capabilities, and input from staff, students, family, and community members.



- Source: <https://www.oregon.gov/ode/students-and-family/healthsafety/documents/ready%20schools%20safe%20learners%202020-21%20guidance.pdf>

### Private School: La Salle Academy, Providence, RI

- La Salle Academy currently has three committees researching, discussing, and planning in the areas of Physical Distancing for Health & Safety, Curriculum, and the School Schedule. The goal will be to have each of these committees report out their findings and recommendations specific to our school, in order to further develop a plan for reopening in August.
- Based upon the health and safety mandates put out by the CDC, La Salle Academy has retained the services of the local architectural firm, to do a spatial analysis of our school buildings in order to ascertain the number of students who can safely be in the school buildings at any one time.
- We will be assessing class and group size limits; classroom layouts; cleaning protocols; face coverings; screening students and staff; school schedules; visitors; busing and transportation; and responding to staff or students who are sick. The guidance outlines policies required to safely reopen, as well as recommendations for implementation in each school.



**Private School: Tilton School, Private, coeducational, secondary boarding and day school, Tilton, NH**

- Tilton School is adjusting school operations in a way that promotes social distance, maintains frequent health screenings, and facilitates contact tracing, quarantine, and isolation/treatment that any such illness would require, all in accordance with CDC guidance.
- Basic introduction to the shape of the 2020-2021 school year:
  - Health Screenings: We plan on daily health screenings for all students, each morning as they exit dorms or arrive on campus. School employees will also be screened daily.
  - Housing: Seniors and postgraduates will be housed as usual, mostly in suites of double rooms, with four students sharing a bathroom. Other students will be placed in singles, sharing a bathroom on the hall. Some students in Moore may share double rooms. We may not be able to offer rooms to day students this year, but we will provide other spaces on campus dedicated to their use—and we hope to have space available for day student overnights during inclement weather.
  - Daily Schedule: We are planning an academic schedule with fewer, longer periods per day, five days per week, and smaller class sizes. Mealtimes will be extended to facilitate social distancing. Some events, like school meeting, might be conducted virtually. Formal dinners will be suspended.
  - Face Coverings: Face coverings or masks are proving to help slow the spread of the virus, and they are required in many communities. At Tilton School this fall, there may be “masks required” events, times, and spaces, but we do not expect to require masks at all times. Students should plan to bring several reusable cloth masks with them in the fall, and families should plan to wear masks during any visits to campus.

**TENNESSEE**

- The TN Department of Education published an overview guide for reopening schools, intended to address questions and provide considerations for local districts (published on 6/5/2020, updated on 6/8/2020).

- **Four options (or models) are provided with** detailed descriptions, strengths, challenges, and considerations related to health and wellness, academics, staff, flexibilities, and operations
  - **CATEGORY 1: All students physically in school buildings**
    - **Traditional Return:** The district begins the year with traditional return and in-person classes, but also has plans in place in case of a need to quickly transition into a different model (provides options for a staggered return, staggered schedules, and operating schools year-round).
    - **Staggered Return:** The district welcomes students back in a staggered format, to allow for gradual reopening until full capacity is realized. This model would allow for schools to reopen while still providing more time and flexibility to address necessary professional learning needs, technology updates, and supports for the most at-risk or trauma-affected students. This could be used in conjunction with a welcome back protocol that seeks to understand students' academic and physical/mental health needs.
    - **Staggered Schedules:** The district creates staggered times in which students attend school as a way to minimize congestion. For example, school may run from 7:00am – 2:00pm for Group A and 10:00am – 5:00pm for Group B (teachers and students in assigned groups). This would allow for more spread for activities like recesses, lunch, etc. It will require schools and districts to convert their instruction and resources to be delivered in multiple modalities.
    - **Year-round:** Regardless of the reopening model selected, districts could consider planning to operate schools year-round. This might look like four tracks of students where one track is constantly “off,” thereby reducing congestion by 25% inside of school buildings and allowing for the space to do social distancing without the need to repurpose common or shared spaces.
  - **CATEGORY 2: All students participate in virtual and distance education**
    - **Fulltime Distance Education:** Including suggestions for enrolling students full-time, either through an existing platform provided by the district or school or in a virtual school. As a note, full sets of instructional materials, with videos and assessments will be provided at no cost to all districts in Tennessee in order to provide an option for distance education, should it be needed.
    - **Self-Paced or Semi-Independent:** This category also includes suggestions for enrolling students in a self-paced program of study, either through an existing platform adopted by local districts and schools or through recommended programs. This may also include packet-based instruction with virtual teacher support. If a district is interested, this option is best suited for schools that already use some version of self-paced instruction.
  - **CATEGORY 3: Some students in physical buildings and some students virtual**

- **Split days:** Students attend half days at school and half days virtually.
  - **Alternating days:** Students attend alternating days of instruction, typically on a 2-week cycle. For example, a student may be in school Monday, Wednesday, and Friday on Week A and then Tuesday and Thursday on Week B.
  - **Physical attendance based on need:** Schools allow for some students to be physically in school while others attend school virtually. Distance instruction can occur in synchronous format (livestream the class), through recordings, or similar.
- **CATEGORY 4: Cyclical or intermittent physical and virtual education**
    - **Staff and Family Choice:** Some districts may opt for families and staff members to select the form of education that they would like to use. This would mean that students may select to learn from home (while still being enrolled in the district). Similarly, teachers who are unable to return to work may be those teachers who also participate in distance instruction.
    - **Emergency or Responsive Situations Only (ex. Virus Resurgence):** This is a contingency plan that would be immediately implemented by districts and schools based on the community, regional or state resurgence of the virus. This would need to be a plan that can be immediately implemented and should be clearly articulated through district continuity of instruction plans.
- The Tennessee Department of Education (TDOE) is also producing a series of **toolkits for school reopening**. These toolkits will encompass the details and planning guidance (specific sample procedures and actions) referenced through the framing in this guide.
  - TN DOE engaged in conversations and solicited feedback (including public feedback, individual meetings and conversations, and a needs assessment) to develop the guide, implementation guidance, and sample procedures and actions.
  - Specific themes that emerged from this needs assessment in each bucket:
    - **Academics:** The state and/or individual districts may need to close schools again or implement social distancing procedures that adjust the way schools are run. This will impact the ways in which schools are able to deliver high-quality academic programs for all students.
    - **Whole Child:** Students and families may have additional non-academic needs as a result of the pandemic. We must also focus on equipping educators to help them address

non-academic needs. All of these areas should be attended to, especially as schools reopen.

- **Educators:** Teachers are working hard and need support to reach all students. This is especially true for our most vulnerable students and those attending lower-performing schools. We must empower our educators to teach in varied settings and spaces so that all children can be reached.
- **Systems:** Local districts will need to adjust budgets to accommodate surplus and deficit line items but may still have local expenses that exceed budget forecasts.
- Districts should review and consider a series of frameworks that ask important, but broad questions:



- How do you address reopening schools within public health and education recommendations and guidelines?
- How do you plan for a resurgence? What will your plan be when a parent is diagnosed with COVID-19? A student? A teacher? More than one individual in the school?
- How do you think about compensatory education if a school or classroom needs to close or for students who must stay home due to underlying medical conditions or infection and exposure?
- How will you communicate your plans and decisions?
- The document provides vocabulary and explains potentially new terms (e.g., asynchronous learning, blended learning, distance learning, resurgence, staged reopening), and outlines continuing and new responsibilities or experiences of various teams, individuals and stakeholders within the school system.

- The document also outlines the planning that will need to take place in order for schools to reopen in a way that is safe for stakeholders, and that maximizes student learning, along with specific steps/ actions that LEAs can take before the start of the year and/or before the start of summer professional development:
  - Table-top exercises
  - Surveys to gather information about “intent to return” from families
  - Identification and modification of operational needs of schools
  - Identification of data points tied to reopening to effectively measure goals or targets that a local system has put in place (this may include targets related to health, student achievement, and/or operational capacity, amongst others)
- All districts are encouraged to conduct feasibility studies related to the district infrastructure, supply chain of needed materials (including adequate supplies of disinfecting and personal hygiene materials and PPE), budget implications, staffing models, and behavioral feasibility for any strategies in place (including families, staff, and students).
- A framework is provided that can be used to assesses virus spread within a community against the readiness and preparedness of the system to address subsequent needs and assist with decision-making at the local level.



*Sample Framework: Decision-Making Starting-Point*

<b>Virus Spread</b>	<b>Low</b>	School should not consider reopening without prior planning.	<b>3</b> Blended learning may be necessary, but majority of delivery in person with full implementation of policies and procedures to prevent, identify and mitigate the spread of COVID-19.	<b>4</b> Schools may be fully operational with compliance with established policies and procedures to prevent, identify and mitigate the spread of COVID-19.
		School should not consider reopening without prior planning to prevent, identify and mitigate the spread of COVID-19.	<b>2</b> Blended learning, partial days or other mixed models with full implementation of policies and procedures to prevent, identify and mitigate the spread of COVID-19.	Blended learning, partial days or other mixed models with full compliance with established policies and procedures to prevent, identify and mitigate the spread of COVID-19.
	<b>High</b>	<b>1</b> School should not consider reopening without prior planning to prevent, identify and mitigate the spread of COVID-19	School or district-level closures with transfer to fully virtual learning.	Blended learning, partial days or other mixed models with full compliance with established policies and procedures to prevent, identify and mitigate the spread of COVID-19. School or district-level closures may be required.
		<b>Public School Systems Readiness</b>		
		<b>Low</b>		<b>High</b>

*\*Low virus spread is defined as no reported increases in the number of cases over the last 14 days. High virus spread is defined as high levels of community transition, including outbreaks or increases in cases.*



## Examples of Institutions of Higher Education (IHEs) Reopening and Mitigation Plans for 2020

### Summary:

Several IHEs have posted reopening and mitigation plans on the web in a variety of formats, but similarities include: plans for hybrid course instruction (in-person and online); reduced class and event sizes; encouragement or requirement of the use of cloth face coverings; increased cleaning and disinfection; modifications of flow of foot traffic to encourage social distancing; testing and contact tracing programs. Many schools will modify their schedules to hold classes through fall holidays and end in-person classes by Thanksgiving.

### Historically Black Colleges and Universities (HBCUs)

#### **Hampton University, Hampton, VA**

- Population (2019):
  - Total Students: 4,293
    - Undergraduate: 3,714
    - Graduate and Professional: 579
  - Enrollment by Race/Ethnicity
    - American Indian/Alaskan Native 0.32%
    - Asian 0.41%
    - Black 92.33%
    - Hispanic/Latino 1.51%
    - Pacific Islander 0.11%
    - White 2.51%
- The Fall 2020 Reopening Plan addresses the following key areas:
  - Repopulation of the campus;
  - Diagnostic testing to detect and prevent the spread of COVID-19; regular and ongoing reporting and monitoring of health conditions;
  - Separation of individuals who test positive or exhibit symptoms of COVID-19;
  - Standardized contact tracing protocols;
  - Hybrid course instruction—online, remote and modified in-person (classroom);
  - A “new normal” for sporting and large-scale events;
  - Non-traditional food service delivery.
- Community mitigation strategies will remain important and will be based on updated guidelines in response to this fluid situation. The following precautions will be implemented this Fall:
  - In-person class sizes will be reduced to 50% capacity;
  - Occupancy guidelines will be posted for meeting and conference workspaces;
  - CDC recommended six-feet of distance between individuals will be enforced;
  - Large in-person gatherings will be limited to 50% capacity;
  - On-campus housing will be assigned at reduced capacity;
  - Communal spaces will be limited by capacity guidelines;
  - Face coverings will be worn by all students, faculty, staff and visitors.

- Source:  
[http://docs.hamptonu.edu/student/pirate\\_on\\_course\\_fall\\_2020\\_reopening\\_plan\\_2020\\_0617182058.pdf](http://docs.hamptonu.edu/student/pirate_on_course_fall_2020_reopening_plan_2020_0617182058.pdf)

#### **Lincoln University, Pennsylvania**

- Population (2019)
  - Total students: 2241
    - Undergraduate: 2040
    - Graduate: 201
  - Enrollment by Race/Ethnicity
    - Hispanic/Latino 4.4%
    - American Indian or Alaska Native 0.1%
    - Asian 0%
    - Black or African American 85.0%
    - White 0.7%
    - Two or more races 2.9%
    - Race and ethnicity unknown 4.1%
- Below are considerations regarding the safety and privacy of the LU community:
  - Employees are encouraged to wear their own cloth face covering or mask when they arrive on campus each day. A cloth face covering will be provided at the main security gate if an employee or visitor is not in possession of one at the point of entry.
  - The EEOC authorized employers to take employees' temperatures to try and ward off the spread of the coronavirus. All authorized non-medical LU staff conducting temperature screenings will be trained in advance, use non-touch digital thermometer devices, adhere to confidentiality considerations and be required to wear personal protective equipment to help keep our workplace safe. According to the EEOC, employers are not required to satisfy a religious accommodation request from an employee who does not want to have their temperature taken because COVID-19 represents a direct threat to workplace safety. In order to ensure compliance with privacy laws, records of temperature screenings or symptom assessments will not be maintained by departments.
  - Departments may note that a staff member was not at work on a given day(s) because they were on a leave of absence for monodisciplinary reasons. Anyone with symptoms must self-isolate until the testing results are confirmed.
    - If the test results are negative, you may return to campus after providing HR with a copy of the negative test report.
    - Permitted by the ADA, the Office of Human Resources will require a note from a doctor or local clinic certifying an employee's fitness for duty when the employee is released to return to the workplace after self-isolation related to COVID-19 concerns.
- Source: <https://www.lincoln.edu/sites/default/files/pdf/hr/return-to-campus.pdf>

**Community Colleges:**

**Arizona Western College (HLCU), Yuma, Arizona**

- Population (2019)
  - Total Students: 11,000+
  - Enrollment by Race/Ethnicity
    - 74% Hispanic
    - 14% White
    - 3% Unknown
    - 3% Black
    - 2% Two or more races
    - 1% American Indian/Alaska Native
    - 1% Asian
    - 0% Native Hawaiian/Pacific Islander
- In order to safely resume college operations for the Fall semester, the college is creating a phased plan, dependent on national, regional and local health officials. The plan will evolve over the next several weeks as departments organize team schedules, plans for physical distancing, and workload.
- These plans will serve two overarching goals: keeping people safe, and helping our students reach their educational goals and be supported by four concepts:
  - Administrative and Engineering solutions to keep people safe
    - This includes limited class sizes, limited group meetings, sneeze shields, distancing
  - Required face coverings or face masks for all faculty, staff, students. This is not optional.
    - Masks are not required when you are in an office by yourself, or walking across campus by yourself.
  - Reducing population density on campuses
    - One plan is [4 Days Here / 10 Days Remote](#). This is optional per department leadership, as a method to reduce the number of people on campus, and create opportunities to isolate.
    - Establishing a Car-to-Classroom plan for students for Fall 2020 – no events, no gather, no hanging out in Game Room, student lounges or other gathering spaces.
  - Heavy reliance on Remote Services
    - Virtually all departments will continue to offer virtual services to students, colleagues and the community throughout the fall semester and beyond.
    - Employees are expected to host as many meetings as possible via
- Source: <https://www.azwestern.edu/COVID>

**Community College of Baltimore County, Baltimore, MD**

- Population (2019)
  - Total Students: 59,145
  - Enrollment by Race/Ethnicity
    - Multi-Racial: 2%
    - Asian: 6%
    - Hispanic or Latino: 6%
    - Unknown: 9%
    - African-American/Black: 34%
    - White: 45%
- Community College of Baltimore County has a three-phased reopening approach. Phase 2b: Begins August 1 and includes: Face-to-face classes will be offered, but with the appropriate social distancing restrictions. Most on-campus services will be available.
- Additional information posted on website:
  - Social Distancing and PPE: Social distancing is one of the best tools we have to keep safe. Coupled with the smart use of personal protective equipment (PPE), it's the best way to limit the spread of the virus. We're providing PPE and putting new foot traffic patterns and other measures in place to keep you safe in instructional spaces, common areas and elsewhere on campus.
  - Building entrances and exteriors: Building exterior doors are designated as ENTRANCE ONLY, EXIT ONLY, or available only as a FIRE EXIT.
  - Interior doors, stairwells, hallways and elevators:
    - Where feasible, interior doors are propped open to minimize touch points. Internal stairwells are designated as either UP stairwells or DOWN stairwells.
    - Floor markings are installed to facilitate social distancing. Wide hallways will be TWO WAY. More narrow hallways are designated as ONE WAY.
    - Elevators have a maximum occupancy of two persons.
  - Hygiene, Cleaning, and Disinfecting
    - CCBC Building Services staff have deep cleaned all lavatories, offices, classrooms, labs, locker rooms and other common spaces using a hospital-grade disinfectant and HEPA-filtered vacuum cleaners.
    - Custodians have been trained in CDC sanitizing protocol and continue to clean and disinfect areas throughout the day. This includes sanitizing touch points such as light switches, phones, door handles, railings, etc. Some restrooms have been taken out of service to minimize the number of facilities that need to be cleaned multiple times throughout the day.
    - The college is providing disposable wipes for students and employees to sanitize their work areas. All individuals are encouraged to wash their hands frequently, and make use of hand sanitizer dispensers located throughout all buildings on campus.
- Source: <https://www.cbcemd.edu/About-CCBC/Policies-and-Procedures/Coronavirus/phased-return.aspx>

**Clark State Community College, Springfield, OH**

- Population (2019)
  - Total Students: 5,669
  - Enrollment by Race/Ethnicity
    - Native American 0.12%
    - Asian 1.13%
    - African American 15.88%
    - Hispanic 0.65%
    - Caucasian 74.93%
    - Other 7.29%
- CSCC has started providing guidance for students and staff for the fall.
- The plan includes guidance on classrooms and cafeterias, which state:
  - Classrooms, labs and common areas have been reformatted to take physical distancing requirements into consideration.
  - The cafeteria on the Leffel Lane campus is not yet open. When it does re-open, and in other food vending areas that are now available, tables, chairs and booths will be arranged to maintain social distancing between parties.
  - Waiting-areas and the flow of customers through the service area will be arranged to ensure social distancing. Hand sanitizers will be available in food service areas.
- Source: <https://www.clarkstate.edu/about-us/coronavirus-covid-19-information/return-to-campus-guide/return-to-campus-timelines/>



**Private Institutions:**

**Emory University, Atlanta, GA**

- Population (2019)
  - Total Students: 15,451
    - Undergraduate: 8,079
    - Graduate and Professional: 7,372
  - Undergraduate Enrollment by Race/Ethnicity
    - Caucasian/White 30.1%
    - Asian/Asian American 24.0%
    - African American/Black 13.7%
    - Hispanic/Latinx 12.8%
    - Native American 0.6%
    - Did Not Identify 5.9%
- Key decisions for the fall semester include:
  - Faculty, staff and students will have options for returning to campus or interacting remotely.
  - Both online and in-person classes will be offered to help meet student needs.
  - Classes will begin Aug. 19 and end by Thanksgiving, with final exams conducted remotely. Classes will be held through the Labor Day holiday and fall break. Graduate and professional schools may amend this schedule slightly to meet curricular needs.
  - COVID-19 testing will be mandatory for all students living in residence halls, along with those taking in-person classes, upon or shortly before returning to campus, and will be available at any time during the semester for those who are symptomatic and for their close contacts. Faculty and staff will have access to testing on demand.
  - Campus residence halls will reopen, with no more than two students per room.
  - Enhanced cleaning protocols will be employed for residential, classroom and common spaces.
- Source:  
[http://news.emory.edu/stories/2020/06/er\\_fall\\_semester\\_plans/campus.html?utm\\_source=ebulletin&utm\\_medium=email&utm\\_campaign=Emory\\_Report\\_EB\\_110620](http://news.emory.edu/stories/2020/06/er_fall_semester_plans/campus.html?utm_source=ebulletin&utm_medium=email&utm_campaign=Emory_Report_EB_110620)

**Vanderbilt University, Nashville, TN**

- Population (2019)
  - Total Students: 13,131
    - Undergraduate: 6,886
    - Graduate and Professional: 6,245
  - Enrollment by Race/Ethnicity
    - White: 41.5%
    - Asian/Pacific Islander: 15.3%
    - Black: 11.7%
    - Hispanic: 9.7%
    - Two or more races: 5.0%
    - Race unknown: 4.5%



- American Indian: 0.4%
- VU student will return to campus June 26, 2020.
- To reduce population density in our dining halls, we will expand opportunities for mobile ordering through Campus Dining and are creating more opportunities for grab-and-go options. We also are modifying circulation and adding contactless “tap” checkouts to promote health and safety in dining halls.
- Public health protocols, including symptom monitoring and temperature checks, mandatory face masks/coverings, public hand-sanitizer stations and physical distancing, will be in place. We will ask all students who return to campus to sign an acknowledgment of such protocols.
- The university is also taking actions, such as enhanced cleaning protocols, changes to foot-traffic flow through buildings and on campus pathways, and much more, to ensure all campus spaces and buildings support the health and safety of our students, staff and faculty
- Source: <https://www.vanderbilt.edu/coronavirus/2020/06/16/june-16-2020-our-plan-for-the-fall-semester/>

#### **John Hopkins University, Baltimore, MD**

- Population (2019)
  - Total Students: 27,000+
    - Undergraduate: 5773
  - Undergraduate Enrollment by Race/Ethnicity
    - American Indian/Alaskan Native: 3%
    - Asian/Pacific Islander: 31%
    - Black: 13%
    - Latinx/Hispanic: 16%
    - Unknown: 2%
    - White/non-Hispanic: 21%
- The university is open and operating with measures in place to protect the health of our essential workers and the community as well as ensure compliance with state and local mandates related to COVID-19, including remote and online learning in lieu of in-person instruction and telework for the majority of our employees. Classes will continue remotely.
- Source: <https://hub.jhu.edu/novel-coronavirus-information/frequently-asked-questions/>

#### **Yale University, New Haven, CT**

- Population (2019)
  - Total Students: 13,433
    - Undergraduate: 5,964
    - Graduate and Professional: 7,469
  - Enrollment by Race/Ethnicity
    - American Indian or Alaska Native 0.3%
    - Asian 14.7%
    - Black or African-American 5.8%
    - Hispanic of any race 9.8%
    - Native Hawaiian or other Pacific Islander 0.1%

- White 42.7%
  - Race/ethnicity unknown 1.0%
- Yale University has listed guidance regarding:
  - Reactivating on-campus research,
  - Canceling in-person summer programs,
  - Limiting size of Yale-hosted meetings and events,
  - Domestic and international travel guidance
  - Postponing visits to campus
  - Donating personal protective equipment to the Yale New Haven Health System and other healthcare organization
  - Self-monitoring daily, and staying home if you are unwell.
- Source: <https://covid19.yale.edu/>

#### **Southern Methodist University, Dallas, TX**

- Population (2018)
  - Total Students: 11,649
    - Undergraduate: 6,479
    - Graduate: 5,170
  - Enrollment by Race/Ethnicity
    - Hispanic – 11.6%
    - Asian – 6.8%
    - Black/African American – 6.2%
    - American Indian/Alaska Native – .3%
    - Native Hawaiian/Pacific Islander – .1%
    - Two or more races – 3.4%
- Developed a plan that includes: Enhanced cleaning protocols, physical distancing, temperature screening, self- screening, etc.
- FAQs are listed on website for students, faculty, staff, and others
- Content from some of FAQs:
  - SMU is now requiring that *everyone* on the SMU campus wear a face covering over the mouth and nose in all public indoor spaces at least through Aug. 4. This requirement—in accordance with the latest Dallas County ordinance—includes classrooms; building entrances and exits; lobbies and lounges; as well as in hallways, stairwells, restrooms and elevators and also extends to SMU’s Meadows Museum – both for staff and visitors.
  - The [COVID-19 website](#) will be updated as positive cases are identified. Additionally, anyone can sign up to receive alerts when the site is updated by sending an email to [subscribe-covidcasenotifications@list.smu.edu](mailto:subscribe-covidcasenotifications@list.smu.edu).
  - SMU is revising our semester schedule to reduce the number of students returning to campus after holiday travel and lessen the chance of contagion.
  - Fall classes will start on campus Monday, August 24, as originally scheduled.
  - However, we will not break for the September 7 Labor Day holiday and October 12-13 Fall Break; they will be in-class instruction days.

- This change allows students to complete their on-campus studies and leave campus housing prior to the Thanksgiving holiday. Classes will shift to online-only for the remaining class days after Thanksgiving, and all final exams for the fall 2020 semester will be administered online.
- All employees returning to work completed a “COVID-19 Return-to-Work Training” before returning to campus.
- Source: <https://blog.smu.edu/coronavirus-covid-19/2020/06/26/facilities-communication-plan-and-custodial-response-guide/>

#### **College of the Holy Cross, Worcester, Massachusetts**

- Population (2019)
  - Total Students: 3,142
    - Undergraduate: 3,0142
    - Graduate: 0
  - Undergraduate Enrollment by Race/Ethnicity
    - African American 4.45%
    - Asian American 4.76%
    - Hispanic/Latino 10.2%
    - Native American/Alaskan Native 0.0701%
    - Native Hawaiian/Pacific Islander 0.0701%
    - White 70.5%
    - Multiple Races 3.64%

College of the Holy Cross: intention is to return students to campus for the Fall semester in early July for all students who are able to return.

All persons on campus will be required to adhere to a number of measures to comply with public health guidelines. These include, but are not limited to, wearing masks in public, maintaining six feet of distance, following all directives regarding use of elevators and other spaces on campus, and limiting the size of gatherings. In addition all persons on campus will be required to submit to the COVID-19 testing, tracing and quarantine protocols that will be established by the College.

Students who are not be able or do not wish to return to campus in the fall will have the opportunity to advance their academic program remotely (in-person, hybrid or fully online).

Limiting occupancy to two persons per room in residence halls and establishing isolation and quarantine spaces for students.

The Board of Trustees endorsed a corresponding budget plan, including an estimated \$10-\$12 million for additional cleaning, student housing, space modifications including classroom technology to facilitate hybrid and online learning, and to cover the costs of the required COVID-19 monitoring, testing, tracing and providing quarantine/isolation spaces and caring for students who may need to use those spaces

**Public Institutions****Purdue University**, West Lafayette, Indiana

- Population (2019)
  - Total Students: 44,551
    - Undergraduate: 33,672
    - Graduate: 9,963
  - Undergraduate Enrollment by Race/Ethnicity
    - African American 3.0%
    - Asian American 8.0%
    - Hispanic/Latino 5.0%
    - Native American/Alaskan Native 0%
    - Native Hawaiian/Pacific Islander 0%
    - White 58.0%
    - Multiple Races 3.0%
    - International 19%
    - Unknown/Undeclared 2.0%

The **Safe Campus Task Force** was established in March 2020 by President Daniels to provide a series of recommendations for the potential return of students to campus in August

The **Protect Purdue Implementation Team** is working to develop the policies, procedures, guidelines, strategies and tactics that will enable the University to further its discovery and learning missions in the safest possible ways during the COVID-19 pandemic. These seven individuals lead subcommittees that are comprised of or engaged with dozens of faculty, staff, students and outside experts.

Students will have the option to pick whether they would like to attend Purdue on-campus or through a fully online option for Fall 2020.

All students, faculty, and staff who return to campus will participate in training exercises to learn the required safety practices and navigate the new normal on campus.

Students, faculty, and staff will be required to receive the flu vaccination in the fall, subject to established exceptions.

Protocols include wearing a face mask in most indoor settings, and outdoors if social distancing cannot be maintained; new building signage and other measures to promote social distancing; and robust personal hygiene.

Students with health conditions that place them at greater vulnerability to severe illness due to COVID-19 will be offered living accommodations that reduce their risk of contracting the disease. Classrooms, living spaces, dining halls and libraries will be de-densified to allow for safe social distancing, with an enhanced commitment to the health and safety of our campus community, and student occupant capacities in all classrooms will be reduced by approximately 50%.

Purdue is creating internal capabilities to rapidly assess, sample and test any student, faculty or staff member reporting COVID-19 symptoms, along with the ability to test those identified through clinically relevant contact tracing (symptomatic and asymptomatic). Testing protocols may also include the proactive testing of roommates, screening of athletic teams, closely monitoring selected sites and surveillance testing throughout the semester.



All students who test positive for COVID-19, whether or not they show symptoms, will be required to quarantine; Purdue has set aside approximately 400 beds for isolation and quarantine, with contingency plans in place should more space be needed.

Customary fall and holiday breaks will be eliminated to allow on-campus instruction to conclude by Thanksgiving.

Source: <https://protect.purdue.edu/app/uploads/2020/06/protect-purdue-plan-20200612.pdf>

**Pennsylvania State University, State College, Pennsylvania**

- Population (2019)
  - Total Students: 96,408
    - Undergraduate: 81,080
    - Graduate: 15,328
  - Undergraduate Enrollment by Race/Ethnicity
    - African American 5.65%
    - Asian American 6.12%
    - Hispanic/Latino 7.31%
    - Native American/Alaskan Native 0.14%
    - Native Hawaiian/Pacific Islander 0.12%
    - White 65.60%
    - Multiple Races 3.36%
    - Unknown/Undeclared 2.36%
- More than 250 faculty, staff and administrators comprised [16 task groups](#) appointed to develop Penn State's [Back to State plans](#), guided by faculty scientific and public health experts.
- To help limit prolonged person-to-person contact, the fall semester will begin as originally scheduled on Monday, Aug. 24, but campus-based, residential instruction will end Friday, Nov. 20, with the remainder of the semester — including final examinations — being delivered remotely and online when classes resume after Thanksgiving break on Nov. 30. Some units, such as Dickinson Law and Penn State Law, have different start dates and will also begin as originally scheduled.
- To minimize travel and lower the risk of possibly spreading coronavirus on campuses, classes will be held on Labor Day (Sept. 7).
- The semester will end following finals on Dec. 18, as originally planned. In a phased approach, the University will begin to bring certain employees back to campus this summer to prepare campuses for the return of students in the fall., this fall, no residence hall room or space may be occupied by more than two residents.
- A robust testing and contact-tracing program will test symptomatic individuals and conduct asymptomatic testing on individuals who are identified in the contact-tracing process. Penn State will hire additional staff to serve as contact tracers as needed to support all campuses and plans to enhance access to early health-care consultation and treatment.
- Source: <https://news.psu.edu/story/623188/2020/06/14/academics/penn-state-plans-resume-campus-work-and-learning-fall-semester>

**Temple University, Philadelphia, PA**

- Population (2019)

- Total Students: 37,914
  - Undergraduate: 28,420
  - Graduate: 9,494
- Enrollment by Race/Ethnicity
  - American Indian/Alaska Native .08%
  - Asian 12%
  - African American 12%
  - Hispanic/Latino 7%
  - Pacific Islander .07%
  - Two or More Races 3.5%
  - White, non-Hispanic 53.4%
  - Unknown 4.2%
- Developed a comprehensive plan that includes four public health pillars: Face Coverings, Physical Distancing, Hand Hygiene, and Health Monitoring.
  - Use a face covering: Face coverings, which may be homemade or commercially available, must be worn while on campus in building entrances, lobbies, hallways, classrooms, common areas, and in any and all locations where physical distancing of six feet cannot be maintained. You are permitted to bring your own face covering. Departments will make face coverings available to employees and there will be distribution points for students who come to campus without one. Outdoors, face coverings should be worn in any location where physical distancing cannot be maintained.
  - Practice physical distancing: Keep a minimum of six feet apart, or two arm's 1 lengths, from others at all times to minimize the chance of breathing droplets from an infected individual.
  - Practice hand hygiene: Wash hands at least hourly with soap and warm water for at least 20 to 30 seconds. In between hand washings, use hand sanitizer. Dispensers are available throughout campus in common areas, lobbies and on each floor of campus buildings. The whole community must take care to avoid handshakes, touching one's face and touching common surfaces as much as possible.
  - Monitor your health: It is imperative that each member of the Temple community and guests and visitors gain an understanding of their own health as well as the signs and symptoms of COVID-19 disease. Check your temperature before reporting to university spaces every day. If you are an employee and have a temperature of 100.4 or greater, or any other symptoms of COVID-19, please report this to your supervisor and do not report to work. If you are a student, contact Student Health Services for an assessment and do not report to class or any other activities.
- Student and Employee Health Services is creating a new COVID-19 Testing and Treatment facility that is separate from normal Health Services operations.
- Because of its critical value as a containment measure, Temple is partnering with PDPH to develop an internal Contact Tracing Unit.
- Source: <https://www.temple.edu/sites/www/files/health-safety-plan.pdf>

#### **University of Kentucky, Lexington, KY**

- Population (2019)
  - Total Students: 30,545
    - Undergraduate: 22,276



- Graduate/Other: 8,269
- Enrollment by Race/Ethnicity
  - American Indian/Alaskan Native .2%
  - Asian 3.6%
  - Black or African American 6.5%
  - Hispanic or Latino 4.8%
  - Native Hawaiian/Other Pacific Islander .1%
  - Race and Ethnicity Unknown 3.4%
  - Two or More Races 3.4%
  - White 73.1%
- Specific guidance has been developed in the following areas: University Response and Operations; Campus Restart; Employee and Human Resources Information; International Students, Scholars, and Visitor Information; International Travel and Education Abroad; and Events and Athletics.
- Detailed FAQs have been posted for students and staff, examples of answers:
  - All summer 2020 courses were moved to online or remote learning formats.
  - Temporary remote work is appropriate for many units or positions, but not all. We are strongly encouraging college and division leaders to be flexible with employees, understanding that the work of the institution must still be done, but that we must protect the health, safety and well-being of everyone who works in our special community.
  - All UK HealthCare hospitals and clinics have protocols and systems in place to keep patients, visitors and health care workers safe. You should not avoid seeking care out of concerns over the coronavirus (COVID-19). If you are experiencing flu-like symptoms, call your health care provider first so they can advise you.
- Source: <https://www.uky.edu/coronavirus/faqs>

#### **Florida International University, Miami, FL**

- Population (2018)
  - Total Students: 57,942
    - Undergraduate: 48,818
    - Graduate: 9,124
  - Undergraduate Enrollment by Race/Ethnicity
    - American Indian/Alaska Native 0%
    - Asian 2%
    - Black or African American 12%
    - Hispanic/Latino 67%
    - Native Hawaiian or other 0%
    - White 8%
    - Two or more races 2%
    - Unknown 1%
- FIU added the following areas to consider for re-opening their campus:
- Increasing cleaning;
- Early start of the semester pivot to all online by Thanksgiving missing the flu season; Number of students per f2f classes based on size of classroom by physical distancing requirements;

- Provide masks to all;
- Lower number of students at the dorms;
- Graduate classes online;
- Paying attention to new students and seniors for some f2f classes;
- Intentional, comprehensive, and intensive supplemental training and support for faculty to improve online classes;
- Technological support for classes that will be f2f and online streaming at the same time;
- Assessment of which faculty and staff must work remotely; Plan for rotation of staff in offices;
- Signaling at stairs for one direction movement; and Plexiglass as barriers in appropriate high volume of service areas.
- Source: [https://www.fiu.edu/coronavirus/?utm\\_source=mainpage&utm\\_medium=banner&utm\\_campaign=yellow-banner#1](https://www.fiu.edu/coronavirus/?utm_source=mainpage&utm_medium=banner&utm_campaign=yellow-banner#1)

### **Tribal Institutions**

#### **Salish Kootenai College, Pablo, MT**

- Population (2017)
  - Total Students: 816
    - Bachelor's degree: 249
    - Associate degree/Certificate/Other: 567
  - Enrollment by Race/Ethnicity
    - American Indian 79.3%
    - Non-Indian 20.7%
- Fall plans not on website yet: Information from Spring:
  - The majority of activities (classes, meetings, consultations, etc.) are virtually conducted. However, some campus operations are still being conducted in person. Social Distancing measures are in place.
  - Faculty, staff, and students will need to maintain a distance of at least 6 feet from each other.
  - COVID-19 Emergency Student Funding
    - The COVID-19 Emergency Funding is available to you as a student to help pay for food, housing, Internet access, and other needs that are impacting your need to work on your education. We have a limited amount of money available, and there is a review committee that will determine how to distribute these funds. Completing this application does NOT mean that you will receive funding.
- Source: <https://www.skc.edu/skc-covid-19-status-and-updates/>

#### **Institutes of American Indian Arts, Santa Fe, New Mexico**

- Population (2019)
  - Total Students: 614
    - Undergraduates: 338
    - Graduate/Other: 276
  - Enrollment by Race/Ethnicity
    - American Indian/Alaska-63.4%

- Black/African American-.2%
  - Hispanic of any race-10.6%
  - Asian- .5%
  - White/Caucasian- 11%
  - Native Hawaiian/Pacific Islander- 0%
  - Two or more Races-6.7%
  - Unknown-7.2%
- Have a campus wide guidance and principles document which includes:
  - Social distancing protocols will be required to minimize close contact—six feet or more in distance must be maintained when interacting with other people.
  - Facial coverings are required in all public areas when social distancing cannot be maintained or guaranteed.
  - Hand hygiene is required—frequent washing with soap and water or using hand sanitizer.
  - Use signage and other communications to remind students, faculty, and staff regarding the utmost importance of social distancing, hand hygiene, and respiratory etiquette.
  - Protective equipment will be provided, e.g. face coverings, barriers, etc.
  - Environmental cleaning and disinfection will take place several times daily, especially in high traffic areas and on high touch surfaces.
  - Individual office spaces and desks cannot be shared, and maximum capacity will be reduced for conference rooms and common areas to follow social distancing protocols.
  - Meetings in which social distancing cannot be maintained will require the use of virtual Zoom technology or other web-based video conferencing tools.

Source: <https://iaia.edu/message-from-dr-martin-about-covid-19/>

# Monitoring and Evaluation Considerations for K-12 Schools and Institutions of Higher Education (IHE)

As schools and IHE across the country plan for Fall re-opening, we need to think proactively about how we will monitor implementation of testing and mitigation strategies and evaluate the associated outcomes. This document outlines mitigation strategies commonly found in school re-opening plans and as outlined in CDC guidance, potential evaluation questions schools and IHE can consider prioritizing in the early days of reopening, and proposed indicators school and IHE can consider monitoring across several domains of COVID-19 reality. Together, these provide an overarching approach for the monitoring and evaluation of various interventions and their impacts for continuous quality improvement as schools navigate re-opening.

As schools and IHE across the country make plans for Fall re-opening, monitoring and evaluation of the implementation and impact of COVID-19 testing and mitigation strategies will be essential to inform continuous quality improvement of these interventions. This document outlines common mitigation strategies based on CDC considerations for [K-12](#) and [IHE](#) as well as potential evaluation questions and indicators.

## Common Mitigation Strategies in K-12 Schools and Institutions of Higher Education:

- Staying home when sick or self-isolating when appropriate
- Hand hygiene and respiratory etiquette
- Cloth face coverings
- Adequate hygiene supplies (e.g., soap, hand sanitizer, tissues)
- Signs and messages that promote everyday protective measures and describe how to stop the spread of germs
- Cleaning and disinfection, as outlined by CDC guidance
- Avoiding shared objects
- Adequate ventilation
- Modified layouts to support social distancing
- Physical barriers and guides
- Limiting use of communal spaces
- Modified food service practices

## Potential Evaluation Questions:

- 1) How are K-12 Schools and Institutions of Higher Education implementing COVID-19 mitigation strategies to test for, contain, and slow the spread of COVID-19 and help keep students and faculty/staff safe?
- 2) How have K-12 Schools and Institutions of Higher Education adapted their learning methods to help prevent the spread of COVID-19?
- 3) What are the key drivers for making decisions around school reopening or virtual classes?
- 4) What are the key drivers or factors administrators consider when choosing between different models of structuring in-person and virtual learning (e.g., staggering students at different intervals within cohorts)?
- 5) How have K-12 Schools and Institutions of Higher Education prepared for cases of COVID-19 among their students, faculty, and staff?



## Potential Indicators for K-12 Schools and IHE to consider

\*Note: Individual schools will need to consider data sources that meet their specific needs

### *Community and School Burden:*

- Total and incident COVID-19 tests/cases/hospitalizations/deaths among students and staff
- Number of COVID-19 testing sites available for students and staff
- Number of students, faculty, and staff using a COVID-19 symptom tracking apps

### *Mitigate to Help Keep Students/Faculty/Staff Safe:*

- COVID-19
  - Number/proportion of public spaces, workplaces, businesses, schools or homes practicing appropriate cleaning and disinfection practices
  - Number/proportion of students, faculty, and staff that report always or almost always using cloth face coverings outside the home in the last week and when social distancing is not possible
  - Number/proportion of students, faculty, and staff reporting washing hands in accordance with CDC guidance to prevent coronavirus
  - Number/proportion of students, faculty, and staff engaging in physical (social) distancing as directed by CDC guidance
  - Number/proportion of students, faculty, and staff who has engaged in home cleaning behaviors in the past month
  - Number of schools that have reduced class sizes to allow for physical distancing
  - Number of schools that have increased classroom space to allow for physical distancing
  - Number of shared housing facilities (e.g., IHE residence halls) that are open at lower capacity and shared spaces are closed
  - Number of school athletic teams that limit any nonessential spectators as much as possible
- Indicators of Social/Behavioral/Mental Health Consequences of COVID-19
  - Number/proportion of students, faculty, and staff who have used telehealth services for non-COVID-19 healthcare needs
  - Number/proportion of students, faculty, and staff who report feeling stress related to COVID-19 has had a negative impact on their mental health
  - Number/proportion of students, faculty, and staff who have sought mental health care or resources for stress and coping related to COVID-19
  - Number/proportion of students, faculty, and staff reporting feelings of resilience
  - Number/proportion of suicide ideation/attempts
  - Number of students who have increased use of tobacco, alcohol and other substances
  - Number of students, faculty, and staff who feel safe from transmission of COVID-19 in school settings

### *Contain:*

- Number/types of educational sessions provided to students, faculty, and staff on COVID-19, including what to do if you think you are infected
- Number/proportion of students able to receive education online if needing to self-isolate
- Number/proportion of students, faculty, and staff who report deciding not to travel or changing travel plans due to COVID-19



- Percent change in community movement/mobility (e.g., time spent at home, distance traveled, and by destination such as transit stations, retail/ recreational, and worksites)
- Number/proportion of schools that report practicing appropriate cleaning and disinfection practices

#### Additional Resources:

These additional resources are included because there are likely other tools that families and administrators may be consulting. Some of the practices that these resources recommend may also be worth advancing.

**ACHA:** [https://www.acha.org/documents/resources/guidelines/ACHA\\_Considerations\\_for\\_Reopening\\_IHEs\\_in\\_the\\_COVID-19\\_Era\\_May2020.pdf](https://www.acha.org/documents/resources/guidelines/ACHA_Considerations_for_Reopening_IHEs_in_the_COVID-19_Era_May2020.pdf)

- The American College Health Association (ACHA) created a “Considerations for Reopening Institutions of Higher Education in the COVID-19 Era” that provide guidelines for IHE to minimize the risk of COVID-19 infections. Considerations are organized by the following categories:
  - Public Health Considerations: Containment and Surveillance Capabilities
  - The Workforce- Employee, Supervisor and Facility Considerations
  - Instruction and Learning Environments
  - Student Health Services- Patient Care, Facility and Administrative/Staff Considerations
  - Health Promotion
  - Mental Health
  - Other Key Campus Areas: Housing, Dining, Athletics, Recreational Programs, Facilities and Club/Intramural Sports
  - Communications Plan: Elements of Effective Messaging and Communication
  - International Travel
- The document suggests that IHEs should evaluate the feasibility of these recommendations depending on their own campus resources, capacity, demographics and environment. It is unclear if they plan to collect data and evaluate these considerations.

**Johns Hopkins:** <https://www.centerforhealthsecurity.org/our-work/publications/covid-19-planning-guide-and-self-assessment-for-higher-education>

- The Johns Hopkins Center for Health Security, the Council for Higher Education Accreditation (CHEA), and Tuscany Strategy Consulting (TSC) have created a [self-assessment calculator](#) and accompanying toolkit to support IHEs as they assess readiness to open. The interactive Excel spreadsheet calculates baseline risk scores based on institution characteristics (e.g. class size, residence characteristics, transportation systems, etc.) and the impact of a series of mitigation steps on risk scores across multiple domains (e.g. policies and procedures, connections to public health infrastructure, communication systems, public health and safety measures, residences, dining services, extracurricular activities, cleaning, and travel/transportation).
- It is unclear whether JHU and partners have plans to collect data among IHEs to assess baseline risk and mitigation. As a potential area of partnership, there would be value in aggregating de-identified data to assess baseline risk and preparedness among IHEs, by institution type (community college, public, private, etc.).

# EXHIBIT B




# Coronavirus Disease 2019 (COVID-19)

## Interim Guidance for Administrators of US K-12 Schools and Child Care Programs

Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19)


Updated April 10, 2020

[Print](#)

Printer-friendly version:  [239 KB, 10 pages]

### Summary of Recent Changes

Revisions were made on 3/12/2020 to reflect the following:

- Clarification of appropriate mitigation strategies based on level of community transmission of COVID-19 and presence of COVID-19 cases within the school.
- Schools, working together with local health departments, have an important role in slowing the spread of diseases and protecting vulnerable students and staff, to help ensure students have safe and healthy learning environments.
- Guidance for child care programs and schools is organized into three categories based on the level of community transmission: 1) when there is no community transmission (preparedness phase), 2) when there is minimal to moderate community transmission, and 3) when there is substantial community transmission.
- Guidance is also provided for when a confirmed case has entered a school, regardless of the level of community transmission.
- All decisions about implementing school-based strategies (e.g., dismissals, event cancellations, other social distancing measures) should be made locally, in collaboration with local health officials who can help determine the level of transmission in the community. Information about level of transmission is available in [CDC's framework for mitigation](#) .

This interim guidance is based on what is currently known about the transmission and severity of coronavirus disease 2019 (COVID-19).

The US Centers for Disease Control and Prevention (CDC) will update this guidance as needed and as additional information becomes available. Please check the [CDC COVID-19 website](#) periodically for updated interim guidance.

Health officials are currently taking steps to prevent the introduction and spread of COVID-19 into US communities. Schools play an important role in this effort. Through collaboration and coordination with local health departments, schools should take steps to disseminate information about the disease and its potential transmission within their school community. Schools should prepare to take steps to prevent the spread of COVID-19 among their students and staff should local health officials identify such a need.

Schools should continue to collaborate, share information, and review plans with local health officials to help protect the whole school community, including those with special health needs. School plans should be designed to complement other community mitigation strategies to protect high risk populations and the healthcare system, and minimize disruption to teaching and learning and protect students and staff from social stigma and discrimination. Plans should build on everyday practices (e.g., encouraging hand hygiene, monitoring absenteeism, communicating routinely) that include strategies for *before*, *during*, and *after* a possible outbreak.

### Who is this guidance for?

This interim guidance is intended for administrators of public and private child care programs and K-12 schools.

Administrators are individuals who oversee the daily operations of child care programs and K-12 schools, and may include positions like child care program directors, school district superintendents, principals, and assistant principals.

This guidance is intended for administrators at both the school/facility and district level.

### Why is this guidance being issued?

This guidance will help child care programs, schools, and their partners understand how to help prevent the transmission of COVID-19 within child care and school communities and facilities. It also aims to help child care programs, schools, and partners react quickly should a case be identified. The guidance includes considerations to help administrators plan for the continuity of teaching and learning if there is community spread of COVID-19.

### What is the role of schools in responding to COVID-19?

Schools, working together with local health departments, have an important role in slowing the spread of diseases to help ensure students have safe and healthy learning environments. Schools serve students, staff, and visitors from throughout the community. All of these people may have close contact in the school setting, often sharing spaces, equipment, and supplies.

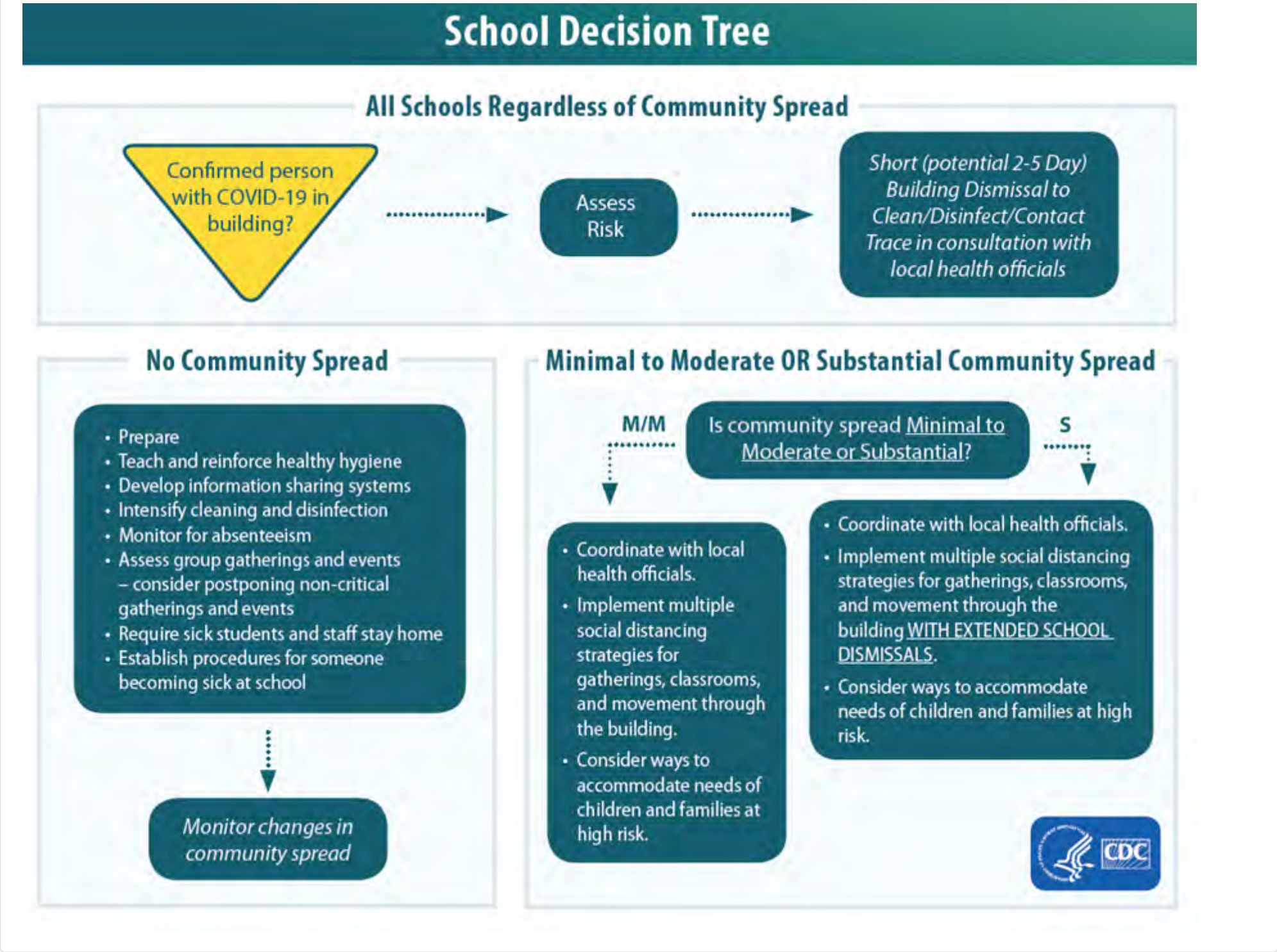
Information about [COVID-19 in children](#) is somewhat limited, but the information that is available suggests that children with confirmed COVID-19 generally had mild symptoms. Person-to-person spread from or to children, as among adults, is thought to occur mainly via respiratory droplets produced when an infected person coughs, sneezes, or talks. Recent studies indicate that people who are infected but do not have symptoms likely also play a role in the spread of COVID-19.

However, a small percentage of children have been reported to have more severe illness. Despite lower risk of serious illness, children with COVID-19-like symptoms should avoid contact with older adults and people of any age who may be at [higher risk for severe illness from COVID-19](#).

### How should schools prepare for, and respond to, COVID-19?


Schools should be prepared for COVID-19 outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission, for example a case associated with recent travel to an area with sustained COVID-19 transmission. The following decision tree can be used to help schools determine which set of mitigation strategies may be most appropriate for their current situation.






When a confirmed case has entered a school, regardless of community transmission

Any school in any community might need to implement short-term closure procedures regardless of community spread **if an infected person has been in a school building**. If this happens, CDC recommends the following procedures regardless of the level of community spread:

- 

**Coordinate with local health officials.** Once learning of a COVID-19 case in someone who has been in the school, immediately notify local health officials. These officials will help administrators determine a course of action for their child care programs or schools.
- 

**Dismiss students and most staff for 2-5 days.** This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

  - Local health officials’ recommendations for the scope (e.g., a single school, multiple schools, the full district) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.
  - During school dismissals, also cancel extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events).
  - Discourage staff, students, and their families from gathering or socializing anywhere. This includes group child care arrangements, as well as gathering at places like a friend’s house, a favorite restaurant, or the local shopping mall.






**Communicate with staff, parents, and students.** Coordinate with local health officials to communicate dismissal decisions and the possible COVID-19 exposure.

- This communication to the school community should align with the communication plan in the school's emergency operations plan.
- Plan to include messages to counter potential [stigma](#) and discrimination.
- In such a circumstance, it is critical to maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.



**Clean and disinfect thoroughly.**

- Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.
- Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
- If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
- For disinfection most common EPA-registered household disinfectants should be effective.
  - A list of products that are EPA-approved for use against the virus that causes COVID-19 is available [here](#) . Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.).
  - Additionally, diluted household bleach solutions can be used if appropriate for the surface. Follow manufacturer's instructions for application and proper ventilation. Check to ensure the product is not past its expiration date. Never mix household bleach with ammonia or any other cleanser. Unexpired household bleach will be effective against coronaviruses when properly diluted. Prepare a bleach solution by mixing:
    - 5 tablespoons (1/3<sup>rd</sup> cup) bleach per gallon of water or
    - 4 teaspoons bleach per quart of water
- Additional information on cleaning and disinfection of community facilities such as schools can be found on [CDC's website](#).



**Make decisions about extending the school dismissal.** Temporarily dismissing child care programs and K-12 schools is a strategy to stop or slow the further spread of COVID-19 in communities.

- During school dismissals (after cleaning and disinfection), child care programs and schools may stay open for staff members (unless ill) while students stay home. Keeping facilities open: a) allows teachers to develop and deliver lessons and materials remotely, thus maintaining continuity of teaching and learning; and b) allows other staff members to continue to provide services and help with additional response efforts. Decisions on which, if any, staff should be allowed in the school should be made in collaboration with local health officials.
- **Child care and school administrators should work in close collaboration and coordination with local health officials to make dismissal and large event cancellation decisions.** Schools are not expected to make decisions about dismissal or canceling events on their own. School dismissals and event cancellations may be extended if advised by local health officials. The nature of these actions (e.g., geographic scope, duration) may change as the local outbreak situation evolves.
- Administrators should seek guidance from local health officials to determine when students and staff should return to schools and what additional steps are needed for the school community. In addition, students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.



## Implement strategies to continue education and related supports for students.

- **Ensure continuity of education.**
  - Review continuity plans, including plans for the continuity of teaching and learning. Implement e-learning plans, including digital and distance learning options as feasible and appropriate.
  - Determine, in consultation with school district officials or other relevant state or local partners:
    - If a waiver is needed for state requirements of a minimum number of in-person instructional hours or school days (seat time) as a condition for funding;
    - How to convert face-to-face lessons into online lessons and how to train teachers to do so;
    - How to triage technical issues if faced with limited IT support and staff;
    - How to encourage appropriate adult supervision while children are using distance learning approaches; and
    - How to deal with the potential lack of students' access to computers and the Internet at home.
- **Ensure continuity of meal programs.**
  - Consider ways to distribute food to students.
  - If there is community spread of COVID-19, design strategies to avoid distribution in settings where people might gather in a group or crowd. Consider options such as "grab-and-go" bagged lunches or meal delivery.
- **Consider alternatives for providing essential medical and social services for students.**
  - Continue providing necessary services for children with special healthcare needs, or work with the state *Title V Children and Youth with Special Health Care Needs (CYSHCN) Program*.

## When there is no community transmission (preparedness phase)

The most important thing to do now is **plan and prepare**. Administrators should reinforce healthy practices among their students and staff. As the global outbreak evolves, schools should prepare for the possibility of community-level outbreaks. Schools need to **be ready** if COVID-19 does appear in their communities. Here are some strategies:



**Review, update, and implement emergency operations plans (EOPs).** This should be done in collaboration with [local health departments](#) and other relevant partners. Focus on the components, or annexes, of the plans that address infectious disease outbreaks.

- Ensure the plan includes strategies to reduce the spread of a wide variety of infectious diseases (e.g., seasonal influenza). This includes strategies for social distancing and school dismissal that may be used to stop or slow the spread of infectious disease. The plan should also include strategies for continuing education, meal programs, and other related services in the event of school dismissal.
- Ensure the plan emphasizes everyday preventive actions for students and staff. For example, emphasize actions such as staying home when sick; appropriately covering coughs and sneezes; cleaning frequently touched surfaces; and washing hands often.
  - CDC has workplace resources such as posters with messages for staff about [staying home when sick](#) and how to [avoid spreading germs at work](#).
  - Other health and education professional organizations may also have helpful resources your child care facility or school can use or share. For example, the American Academy of Pediatrics provides information on [germ prevention strategies](#) and [reducing the spread of illness in](#)

child care settings [↗](#) .

- Reference key resources while reviewing, updating, and implementing the EOP:
  - Multiple federal agencies have developed resources on school planning principles and a 6-step process for creating plans to build and continually foster safe and healthy school communities *before, during, and after* possible emergencies. Key resources include [guidance on developing high-quality school emergency operations plans](#) [📄](#) [↗](#) , and a [companion guide on the role of school districts in developing high-quality school emergency operations plans](#) [📄](#) [↗](#) .
  - The Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center's [website](#) [↗](#) contains free resources, trainings, and TA to schools and their community partners, including many tools and resources on emergency planning and response to infectious disease outbreaks.



#### Develop information-sharing systems with partners.

- Information-sharing systems can be used for day-to-day reporting (on information such as changes in absenteeism) and disease surveillance efforts to detect and respond to an outbreak.
- Local health officials should be a key partner in information sharing.



#### Teach and reinforce healthy hygiene practices.

- Train staff on healthy hygiene practices so they can teach these to students.
- Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol.
- CDC offers several free handwashing resources that include [health promotion materials](#), information on [proper handwashing technique](#), and [tips for families to help children develop good handwashing habits](#).
- Ensure adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) to support healthy hygiene practices.



#### Intensify cleaning and disinfection efforts.

- Routinely clean and disinfect surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). Clean with the cleaners typically used. Use all cleaning products according to the directions on the label. For disinfection most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available [here](#) [↗](#) . Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.).
- Provide EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use.
- Ensure adequate supplies to support cleaning and disinfection practices.



#### Monitor and plan for absenteeism.

- Review the usual absenteeism patterns at your school among both students and staff.
- Alert local health officials about large increases in student and staff absenteeism, particularly if absences appear due to respiratory illnesses (like the common cold or the "flu," which have symptoms similar to COVID-19).
- Review attendance and sick leave policies. Encourage students and staff to stay home when sick,

even without documentation from doctors. Use flexibility, when possible, to allow staff to stay home to care for sick family members.

- Discourage the use of perfect attendance awards and incentives.
- Identify critical job functions and positions, and plan for alternative coverage by cross-training staff.
- Determine what level of absenteeism will disrupt continuity of teaching and learning.



#### **Assess group gatherings and events. Consider postponing non-critical gatherings and events.**

- Ensure you have a clear understanding of all upcoming gatherings and large events for your school community (e.g., assemblies, field days, spirit nights, athletic events). Give special consideration to events that might put students, staff, or their families in close proximity to others from communities that may have identified cases of COVID-19.
- Consider whether any of these events should be canceled. Speak with local health officials to help determine the best approach.



#### **Require sick students and staff to stay home. Establish procedures for students and staff who are sick at school.**

- Establish procedures to ensure students and staff who become sick at school or arrive at school sick are sent home as soon as possible.
- Keep sick students and staff, particularly those with symptoms of respiratory illness, separate from well students and staff until they can leave. Plan to have areas where these individuals can be isolated from well students and staff until they can leave the school.
- Remember that **schools are not expected to screen students or staff to identify cases of COVID-19**. If a community (or more specifically, a school) has cases of COVID-19, local health officials will help identify those individuals and will follow up on next steps.
- Share resources with the school community to help families understand when to keep children home. This guidance, not specific to COVID-19, from the American Academy of Pediatrics can be helpful for [families](#) .



#### **Create and test communications plans for use with the school community.**

- Include strategies for sharing information with staff, students, and their families.
- Include information about steps being taken by the school or child care facility to prepare, and how additional information will be shared.
- Test communication capacity, and reiterate steps staff, students, and families can take to stay healthy and guidance that they should stay home if sick.



#### **Review CDC's guidance for businesses and employers.**

- Review this CDC [guidance](#) to identify any additional strategies the school can use, given its role as an employer.

Child care and K-12 administrators can support their school community by sharing resources with students (if resources are age-appropriate), their families, and staff. Coordinate with local health officials to determine what type of information might be best to share with the school community. Consider sharing the following fact sheets and information sources:

- Information about COVID-19 available through [state](#) and [local](#) health departments
- General CDC fact sheets to help staff and students' families understand COVID-19 and the steps they can take to protect themselves:

• [What you need to know about coronavirus disease 2019 \(COVID-19\)](#)



- [What you need to know about coronavirus disease 2019 \(COVID-19\)](#) 

- [What to do if you are sick with coronavirus disease 2019 \(COVID-19\)](#)

- [Stop the spread of germs – help prevent the spread of respiratory viruses like COVID-19](#) 

- CDC Information on [COVID-19 and children](#)

- CDC information for staff, students, and their families who have recently traveled back to the United States from areas where CDC has identified community spread of coronavirus:

- A list of countries where community spread of COVID-19 is occurring can be found on the CDC webpage: [Coronavirus Disease 2019 Information for Travel](#)

For questions about students who plan to travel, or have recently traveled, to areas with community spread of COVID-19, refer to CDC's [FAQ for travelers](#). Schools can also consult with state and local health officials. Schools may need to postpone or cancel trips that could expose students and staff to potential community spread of COVID-19. Students returning from travel to areas with community spread of COVID-19 must follow guidance they have received from health officials. COVID-19 information for travel is updated regularly on the CDC [website](#).

## When there is minimal to moderate community transmission

If local health officials report that there are multiple cases of COVID-19 in the community, schools may need to implement additional strategies in response to prevent spread in the school, but they should continue using the strategies they implemented when there was no community transmission. These additional strategies include:



**Coordinate with local health officials.** This should be a first step in making decisions about responses to the presence of COVID-19 in the community. Health officials can help a school determine which set of strategies might be most appropriate for their specific community's situation.



**Implement multiple social distancing strategies.** Select strategies based on feasibility given the unique space and needs of the school. Not all strategies will be feasible for all schools. For example, limiting hall movement options can be particularly challenging in secondary schools. Many strategies that are feasible in primary or secondary schools may be less feasible in child care settings. Administrators are encouraged to think creatively about all opportunities to increase the physical space between students and limit interactions in large group settings. Schools may consider strategies such as:

- **Cancel field trips, assemblies, and other large gatherings.** Cancel activities and events such as field trips, student assemblies, athletic events or practices, special performances, school-wide parent meetings, or spirit nights.
- **Cancel or modify classes where students are likely to be in very close contact.** For example, in physical education or choir classes, consider having teachers come to classrooms to prevent classes mixing with others in the gymnasium or music room).
- **Increase the space between desks.** Rearrange student desks to maximize the space between students. Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- **Avoid mixing students in common areas.** For example, allow students to eat lunch and breakfast in their classrooms rather than mixing in the cafeteria. If it is not possible to suspend use of common areas, try to limit the extent to which students mix with each other, and particularly with students from other classes (e.g., stagger lunch by class, segregate lunch and recess area by class, send a few students into the library to pick out books rather than going as a class, suspend the use of lockers). Restrict hallway use through homeroom stays or staggered release of classes. Try to avoid taking multiple classes to bathrooms at once (e.g., avoid having all classes use the bathroom right after lunch or recess). In child care or elementary school settings, consider staggering playground use rather than allowing multiple classes to play together, and limit other activities where multiple classes interact.
- **Stagger arrival and/or dismissal times.** These approaches can limit the amount of close contact between students in high-traffic situations and times.
- **Reduce congestion in the health office.** For example, use the health office for children with flu-like




symptoms and a satellite location for first aid or medication distribution.

- **Limit nonessential visitors.** Limit the presence of volunteers for classroom activities, mystery readers, cafeteria support, and other activities.
- **Limit cross-school transfer for special programs.** For example, if students are brought from multiple schools for special programs (e.g., music, robotics, academic clubs), consider using distance learning to deliver the instruction or temporarily offering duplicate programs in the participating schools.
- **Teach staff, students, and their families to maintain distance from each other in the school.** Educate staff, students, and their families at the same time and explain why this is important.



**Consider ways to accommodate the needs of children and families at [risk](#) for serious illness from COVID-19.** Consider if and how to honor requests of parents who may have concerns about their children attending school due to underlying medical conditions of their children or others in their home.

Additional information about social distancing, including information on its use for other viral illnesses, is available in this [CDC publication](#) .

### When there is substantial community transmission

Additional strategies should be considered when there is substantial transmission in the local community in addition to those implemented when there is no, minimal, or moderate transmission. These strategies include:



**Continue to coordinate with local health officials.** If local health officials have determined there is substantial transmission of COVID-19 within the community, they will provide guidance to administrators on the best course of action for child care programs or schools. These strategies are expected to extend across multiple programs, schools, or school districts within the community, as they are not necessarily tied to cases within schools or child care facilities.



**Consider extended school dismissals.** In collaboration with local health officials, implement extended school dismissals (e.g., dismissals for longer than two weeks). This longer-term, and likely broader-reaching, dismissal strategy is intended to slow transmission rates of COVID-19 in the community. During extended school dismissals, also cancel extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events). Remember to implement strategies to ensure the continuity of education (e.g., distance learning) as well as meal programs and other essential services for students.

Page last reviewed: April 10, 2020

### COVID-2019 Menu

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# EXHIBIT C



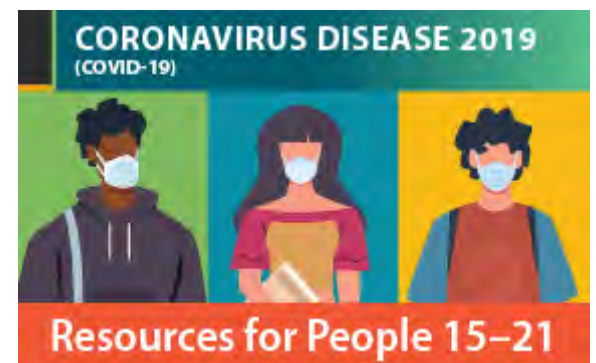
# Coronavirus Disease 2019 (COVID-19)


## Considerations for Schools

Updated May 19, 2020

[Print](#)

As some communities in the United States open K-12 schools, CDC offers the following considerations for ways in which schools can help protect students, teachers, administrators, and staff and slow the spread of COVID-19. Schools can determine, in collaboration with [state and local health officials](#) to the extent possible, whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of the local community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community. School-based health facilities may refer to CDC's [Guidance for U.S. Healthcare Facilities](#) and may find it helpful to reference the [Ten Ways Healthcare Systems Can Operate Effectively During the COVID-19 Pandemic](#). These considerations are meant to supplement—not replace—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply.



After reviewing the considerations listed on this page, school administrators can use [CDC's K-12 Schools Readiness and Planning Tool](#)  [\[9 pages\]](#) to protect students, staff and communities.

## Guiding Principles to Keep in Mind

The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:

- **Lowest Risk:** Students and teachers engage in virtual-only classes, activities, and events.
- **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- **Highest Risk:** Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.




COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as [handwashing](#), [staying home when sick](#)) and environmental [cleaning and disinfection](#) are important principles that are covered in this document. Fortunately, there are a number of actions school administrators can take to help lower the risk of COVID-19 exposure and spread during school sessions and activities.

## Promoting Behaviors that Reduce Spread

Schools may consider implementing several strategies to encourage behaviors that reduce the spread of COVID-19.

- **Staying Home when Appropriate**
- Educate staff and families about when they/their child(ren) should [stay home](#) and when they can return to school.
  - Actively encourage employees and students who are sick or who have recently had [close contact](#) with a person with COVID-19 to stay home. Develop policies that encourage sick employees and students to stay at home without fear of reprisal, and ensure employees, students, and students' families are aware of these policies. Consider not having perfect attendance awards, not assessing schools based on absenteeism, and offering virtual learning and telework options, if feasible.

operating in residential





- Staff and students should stay home if they have tested positive for or are showing COVID-19 symptoms.
- Staff and students who have recently had close contact with a person with COVID-19 should also stay home and monitor their health.
- CDC's criteria can help inform when employees should return to work:
  - If they have been sick with COVID-19
  - If they have recently had close contact with a person with COVID-19
- Hand Hygiene and Respiratory Etiquette
  - Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.
    - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
  - Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
    - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- Cloth Face Coverings
  - Teach and reinforce use of cloth face coverings. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students) as feasible, and are **most** essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings.
    - Note: Cloth face coverings should **not** be placed on:
      - Children younger than 2 years old
      - Anyone who has trouble breathing or is unconscious
      - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance
  - Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth face coverings are not surgical masks, respirators, or other medical personal protective equipment.
- Adequate Supplies
  - Support healthy hygiene behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible) and no-touch/foot-pedal trash cans.
- Signs and Messages
  - Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures  and describe how to stop the spread  of germs (such as by properly washing hands and properly wearing a cloth face covering  ).
  - Broadcast regular announcements on reducing the spread of COVID-19 on PA systems.
  - Include messages (for example, videos) about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school social media accounts).
  - Find free CDC print and digital resources on CDC's communications resources main page.

## Maintaining Healthy Environments

Schools may consider implementing several strategies to maintain healthy environments.

- Cleaning and Disinfection
  - Clean and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible. Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible, or cleaned between use.



- If transport vehicles (e.g., buses) are used by the school, drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings). To clean and disinfect school buses or other transport vehicles, see guidance for [bus transit operators](#).
  - Develop a schedule for increased, routine cleaning and disinfection.
  - Ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#) , including storing products securely away from children. Use products that meet [EPA disinfection criteria](#) .
  - Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.
- **Shared Objects**
    - Discourage sharing of items that are difficult to clean or disinfect.
    - Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
    - Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
    - Avoid sharing electronic devices, toys, books, and other games or learning aids.
- **Ventilation**
    - Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.
- **Water Systems**
    - To minimize the risk of [Legionnaire's disease](#) and other diseases associated with water, [take steps](#) to ensure that all water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown. Drinking fountains should be cleaned and sanitized, but encourage staff and students to bring their own water to minimize use and touching of water fountains.
- **Modified Layouts**
    - Space seating/desks at least 6 feet apart when feasible.
    - Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.
    - Create distance between children on school buses (g., seat children one child per row, skip rows) when possible.
- **Physical Barriers and Guides**
    - Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
    - Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times (e.g. guides for creating "one way routes" in hallways).
- **Communal Spaces**
    - Close communal use shared spaces such as dining halls and playgrounds with shared playground equipment if possible; otherwise, stagger use and [clean and disinfect](#) between use.
    - Add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least 6 feet apart.
- **Food Service**
    - Have children bring their own meals as feasible, or serve individually plated meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the [safety of children with food allergies](#). 
    - Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should [wash their hands](#) after removing their gloves or after directly handling used food service items.
    - If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing food and utensils and ensure the [safety of children with food allergies](#). 

# Maintaining Healthy Operations

Schools may consider implementing several strategies to maintain healthy operations.

- **Protections for Staff and Children at Higher Risk for Severe Illness from COVID-19**
  - Offer options for staff at [higher risk for severe illness](#) that limit their exposure risk (e.g., telework, modified job responsibilities).
  - Offer options for students at [higher risk of severe illness](#) that limit their exposure risk (e.g., virtual learning opportunities).
  - Consistent with applicable law, put in place policies to protect the privacy of people at [higher risk for severe illness](#) regarding underlying medical conditions.
- **Regulatory Awareness**
  - Be aware of local or state regulatory agency policies related to group gatherings to determine if events can be held.
- **Gatherings, Visitors, and Field Trips**
  - Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size to the extent possible.
  - Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county).
  - Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible.
  - Pursue options to convene sporting events and participation in sports activities in ways that minimizes the risk of transmission of COVID-19 to players, families, coaches, and communities.
- **Identifying Small Groups and Keeping Them Together (Cohorting)**
  - Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
  - Limit mixing between groups if possible.
- **Staggered Scheduling**
  - Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.
  - When possible, use flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts) to help establish policies and practices for social distancing (maintaining distance of approximately 6 feet) between employees and others, especially if social distancing is recommended by state and local health authorities.
- **Designated COVID-19 Point of Contact**
  - Designate a staff person to be responsible for responding to COVID-19 concerns (e.g., school nurse). All school staff and families should know who this person is and how to contact them.
- **Participation in Community Response Efforts**
  - Consider participating with local authorities in broader COVID-19 community response efforts (e.g., sitting on community response committees).
- **Communication Systems**
  - Put systems in place for:
    - Consistent with applicable law and privacy policies, having staff and families self-report to the school if they or their student have [symptoms](#) of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with [health information sharing regulations for COVID-19](#) [↗](#) (e.g. see “Notify Health Officials and Close Contacts” in the **Preparing for When Someone Gets Sick** section **below**) and other applicable federal and state laws and regulations relating to privacy and confidentiality, such as the Family Educational Rights and Privacy Act (FERPA).
    - Notifying staff, families, and the public of school closures and any restrictions in place to limit COVID-19 exposure (e.g., limited hours of operation).
- **Leave (Time Off) Policies and Excused Absence Policies**

## Leave (Time Off), Sick Leave, and Absence Policies

- Implement flexible sick leave policies and practices that enable staff to stay home when they are sick, have been exposed, or caring for someone who is sick.
  - Examine and revise policies for leave, telework, and employee compensation.
  - Leave policies should be flexible and not punish people for taking time off, and should allow sick employees to stay home and away from co-workers. Leave policies should also account for employees who need to stay home with their children if there are school or childcare closures, or to care for sick family members.
- Develop policies for return-to-school after COVID-19 illness. CDC's [criteria to discontinue home isolation and quarantine](#) can inform these policies.
- **Back-Up Staffing Plan**
  - Monitor absenteeism of students and employees, cross-train staff, and create a roster of trained back-up staff.
- **Staff Training**
  - Train staff on all safety protocols.
  - Conduct training virtually or ensure that [social distancing](#) is maintained during training.
- **Recognize Signs and Symptoms**
  - If feasible, conduct daily health checks (e.g., temperature screening and/or [symptom checking](#)) of staff and students.
  - Health checks should be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. School administrators may use examples of screening methods in CDC's supplemental [Guidance for Child Care Programs that Remain Open](#) as a guide for screening children and CDC's [General Business FAQs](#) for screening staff.
- **Sharing Facilities**
  - Encourage any organizations that share or use the school facilities to also follow these considerations.
- **Support Coping and Resilience**
  - Encourage employees and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.
  - Promote employees and students eating healthy, exercising, getting sleep, and finding time to unwind.
  - Encourage employees and students to talk with people they trust about their concerns and how they are feeling.
  - Consider posting signages for the national distress hotline: 1-800-985-5990, or text TalkWithUsto 66746

## Preparing for When Someone Gets Sick

Schools may consider implementing several strategies to prepare for when someone gets sick.

- **Advise Staff and Families of Sick Students of Home Isolation Criteria**
  - Sick staff members or students should not return until they have met CDC's [criteria to discontinue home isolation](#).
- **Isolate and Transport Those Who are Sick**
  - Make sure that staff and families know that they (staff) or their children (families) should not come to school, and that they should notify school officials (e.g., the designated COVID-19 point of contact) if they (staff) or their child (families) become sick with COVID-19 [symptoms](#), test positive for COVID-19, or have been [exposed](#) to someone with COVID-19 symptoms or a confirmed or suspected case.
  - Immediately separate staff and [children](#) with COVID-19 [symptoms](#) (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow [CDC guidance for caring for oneself and others](#) who are sick.
  - Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms. School nurses and other healthcare providers should use [Standard and Transmission-Based Precautions](#) when caring for sick people. See: [What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection](#).
  - Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility. If you are calling an ambulance or bringing someone to the hospital, try to call first to alert them that the person may have

COVID-19.

- **Clean and Disinfect**
  - Close off areas used by a sick person and do not use these areas until after [cleaning and disinfecting](#)
  - Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#) [↗](#) , including storing products securely away from children.
- **Notify Health Officials and Close Contacts**
  - In accordance with state and local laws and regulations, school administrators should notify [local health officials](#), staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the [Americans with Disabilities Act \(ADA\)](#) [↗](#) .
  - Inform those who have had [close contact](#) with a person diagnosed with COVID-19 to stay home and [self-monitor for symptoms](#), and follow [CDC guidance](#) if symptoms develop.

After reviewing the considerations listed on this page, school administrators can use [CDC’s K-12 Schools Readiness and Planning Tool](#) [📄](#) [\[9 pages\]](#) to protect students, staff and communities.

Other Resources

<a href="#">Latest COVID-19 Information</a>	<a href="#">COVID-19 Frequently Asked Questions</a>
<a href="#">Cleaning and Disinfection</a>	<a href="#">People at Higher Risk</a>
<a href="#">Guidance for Businesses and Employers</a>	<a href="#">Managing Stress and Coping</a>
<a href="#">Guidance for Schools and Childcare Centers</a>	<a href="#">HIPAA and COVID-19</a> <a href="#">↗</a>
<a href="#">COVID-19 Prevention</a>	<a href="#">CDC Communication Resources</a>
<a href="#">Handwashing Information</a>	<a href="#">Community Mitigation</a>
<a href="#">Face Coverings</a>	<a href="#">OSHA Guidance on Preparing Workplaces for COVID-19</a> <a href="#">📄</a> <a href="#">↗</a>
<a href="#">Social Distancing</a>	

Page last reviewed: May 19, 2020

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# EXHIBIT D





# DPSCD Reopening Plan

JULY, 2020

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



# DPSCD Reopening Plan

## 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.



## DPSCD Reopening Plan

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.

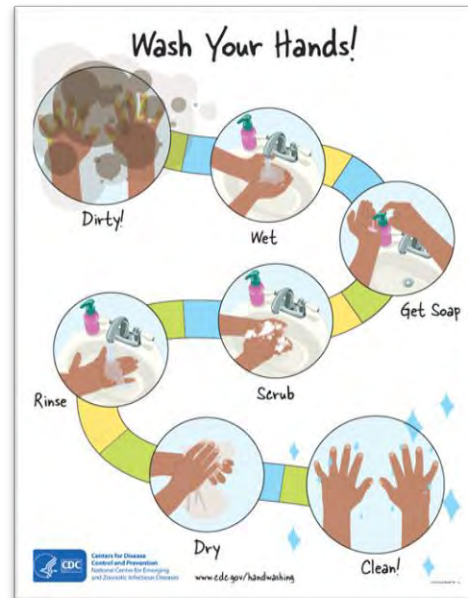
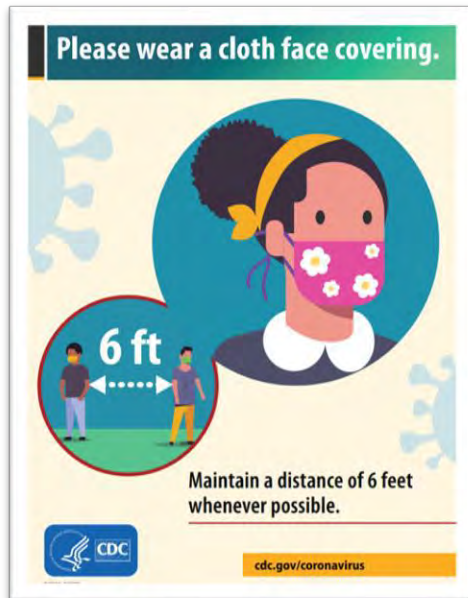
### Monitoring and Accountability

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.

## DPSCD Reopening Plan

### 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



## DPSCD Reopening Plan

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





# DPSCD Reopening Plan

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

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## DPSCD Reopening Plan



### 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.



## DPSCD Reopening Plan

- 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



## DPSCD Reopening Plan

*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.*

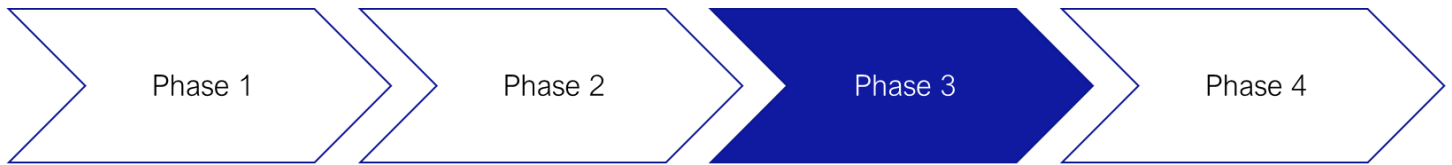
*Public health officials will assist with developing a recommended next step based on the level of potential exposure. Employees will be notified if they have been in close contact with a confirmed case and will be directed to self-isolate and monitor themselves for potential symptoms. Employees who 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.*



## DPSCD Reopening Plan



### 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.

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# DPSCD Reopening Plan

## 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 is 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 and only one student will be allowed per seat. Face coverings will be required for all entering the bus (basic masks will be provided for those who do not have them).

### 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.



## DPSCD Reopening Plan

### 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.



## DPSCD Reopening Plan

### Community Use of School Buildings

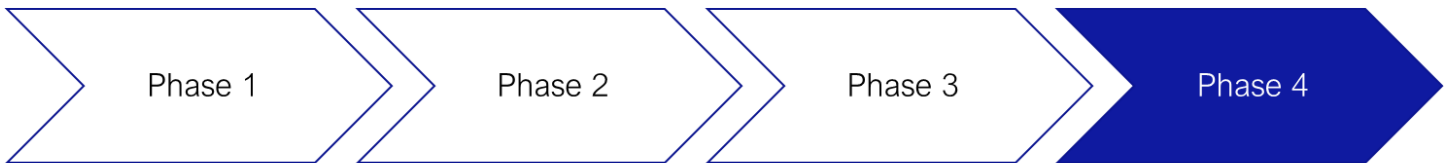
To maintain safe and controlled access to buildings, as well as to prioritize cleaning and disinfecting for summer learning sites, community use of school buildings will be extremely limited to programs providing direct support to DPSCD students and other students who live in the city. Any community 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



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- 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, will 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

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## DPSCD Reopening Plan

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.

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## DPSCD Reopening Plan

Sample Reopening School Scenarios			
	Scenario A (Regular Daily Schedule)	Scenario B (A/B Schedule for Large High Schools)	Scenario C (Full virtual option)
Summary	<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>
Learning Environment	<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>
Course Offerings	<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>
Virtual Learning	<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>
Staffing	<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>
Exceptional Student Education (ESE)	<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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## DPSCD Reopening Plan

### 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.

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## DPSCD Reopening Plan

### 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.

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## DPSCD Reopening Plan



### 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>

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## DPSCD Reopening Plan

### 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

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## DPSCD Reopening Plan

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).



## DPSCD Reopening Plan

### 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?

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**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.



## DPSCD Reopening Plan

### 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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## DPSCD Reopening Plan

**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).



## DPSCD Reopening Plan

**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.

## DPSCD Reopening Plan



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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## DPSCD Reopening Plan

### 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	DPSCD Plan Status Alignment	Primary Cabinet Reviewer	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	Not Addressed	IW	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	Not Addressed	IW	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	Not Addressed	IW	Guidance provided to Athletics Directors during training June 2020
<b>Safety Protocols</b>	Athletics	All equipment must be disinfected before and after use.	Required	Addressed - Not Explicit	IW	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	Not Addressed	IW	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	Not Addressed	IW	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	Addressed	IW	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,	Required	Addressed	IW	Guidance provided to Athletics Directors during training June 2020

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		event, or other gathering. Every participant should confirm 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	Addressed - Not Explicit	IW	Will develop guidance prior to scheduling of events
Safety Protocols	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	Not Addressed	MJ	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	Not Addressed	MJ	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	Not Addressed	MJ	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	Not Addressed	MJ	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	Not Addressed	MJ	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	Not Addressed	MJ	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	Required	Not Addressed	MJ	To the fullest extent possible, windows will be opened to provide proper ventilation.

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		spread of the virus by increasing air circulation, if appropriate and safe				
<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	Addressed - Not Explicit	MJ	To the fullest extent possible, windows will be opened to provide proper ventilation.
<b>Safety Protocols</b>	Cleaning	Playground structures must continue to undergo normal routine cleaning, but using an EPA- approved disinfectant is unnecessary.	Required	Not Addressed	MJ	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	Addressed - Not Explicit	MJ	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	Not Addressed	MJ	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	Not Addressed	MJ	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	Not Addressed	MJ	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	Not Addressed	MJ	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	Addressed - Not Explicit	IW	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,	Where possible, and in partnership with local bargaining units, identify and modify	Strongly Recommended	The District is willing to consider options through negotiations with unions.

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	Enrollment and Staffing	staff positions, that would enable high-risk staff to provide remote services.		
<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.

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<b>Safety Protocols</b>	Busing and Student Transportation	If a driver becomes sick during the day, they should follow protocols for sick staff outlined above and should not return to drive students.	Strongly Recommended	Transportation drivers will complete self-screening checklists. In the event of 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: - How many buses are or could be made available in the district? - How much variation is there in the size and maximum capacity of buses in the district? - How have the buses been currently or historically used (i.e., transportation to/from school, transportation for multiple schools, athletic events, food service delivery)? - How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?	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: - Training about how to access and use the school's chosen digital systems and tools; - Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child; - Opportunities to build their digital literacy; and - Strategies to support their child's learning at home.	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: - How many classrooms are available; - The size of each classroom; - Additional spaces that are available (e.g., gym, lunchroom, auditorium); and - The ventilation in each classroom	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

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				possibility of opening additional entrances and exits.
<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: - 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. - Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness. - Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.	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	Strongly Recommended	Restrooms will be stocked with soap and signage will be placed throughout District facilities to remind students and staff of

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		should wash their hands or use sanitizer every time a new group of students enters their room.		proper handwashing as recommended by the CDC. Sanitizer will be available in 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	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

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		<p>complete schoolwork.</p> <p>Attendance: 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>additional guidance is issued from MDE as to how attendance should be 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.</li> </ul> <p>Consider students' needs around accessibility and provide assistive technologies, where possible.</p>	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.

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<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.
<b>Instruction</b>	Instruction	Set an instructional vision that ensures that: - Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject. - Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics. - Every students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students	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-</b>	Mental & Social-	Provide resources for staff self-care, including resiliency strategies.	Strongly Recommended	Training will be offered to staff in this area.

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<b>Emotional Wellbeing</b>	Emotional Wellbeing			
<b>Mental &amp; Social-Emotional Wellbeing</b>	Mental & Social-Emotional Wellbeing	Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).	Strongly Recommended	<p>During the school Closures, a Mental Health Support Line was added as a 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

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				related to staff, etc.) that can be reviewed periodically.
<b>Mental &amp; Social-Emotional Wellbeing</b>	Mental & Social-Emotional Wellbeing	Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.	Strongly Recommended	<p>Sessions on self-care and caring for others in a crisis are already scheduled in 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	Strongly Recommended	Human IT is available as a support for families at home with general technology needs

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## DPSCD Reopening Plan

		parent organization may be able to fulfill this role).		
Operations	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.
Operations	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.
Operations	Technology	<ul style="list-style-type: none"> <li>- 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:</li> <li>- Safely bagging devices collected at schools;</li> <li>- Sanitizing the devices prior to a repair or replacement evaluation;</li> <li>- Ordering accessories that may be needed over the summer; and</li> <li>- Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.</li> </ul>	Strongly Recommended	The District is prepared to issue additional devices, if needed, beyond the Connected Futures devices while meeting the cleaning standards described here.
Operations	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.
Operations	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.
Operations	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: <ul style="list-style-type: none"> <li>- Safely bagging devices collected at schools;</li> <li>- Transporting them to a central location;</li> <li>- Sanitizing the devices prior to a repair or replacement evaluation; and</li> <li>- Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.</li> </ul>	Strongly Recommended	The District is prepared to issue additional devices, if needed, beyond the Connected Futures devices while meeting the cleaning standards described here.
Operations	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.
Operations	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.
Operations	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.

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## DPSCD Reopening Plan

<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.
<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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DPSCD does not discriminate based on race, color, national origin, sex, disability and/or religion. Contact Compliance for more information at (313) 240-4377 or [detroitk12.org/admin/compliance](https://detroitk12.org/admin/compliance).

# EXHIBIT E



Justin Cheong <justin.cheong@ueaa.net>

## Updated DPSCD Reopening Plan

2 messages

Nicole Conaway <nicole.conaway@ueaa.net>

Sun, Jul 12, 2020 at 6:11 PM

To: Shanta Driver <shanta.driver@ueaa.net>, Justin Cheong <justin.cheong@ueaa.net>, Monica Smith <monica.smith@ueaa.net>, Ben Royal <ben.royal@ueaa.net>, Ronald Cruz <ronald.cruz@ueaa.net>

Updated Return Plan <https://www.detroitk12.org/cms/lib/MI50000060/Centricity/Domain/4/20.07.12%20DPSCD%20Covid-19%20Reopening%20Plan%20for%20July%20Board%20Meeting.pdf>

On Sun, Jul 12, 2020 at 5:59 PM Nicole Conaway <nicole.conaway@ueaa.net> wrote:

### Emails From Vitti

**From:** Nikolai Vitti <nikolai.vitti@detroitk12.org>  
**Sent:** Thursday, July 9, 2020 11:14 PM  
**To:** Nikolai Vitti <nikolai.vitti@detroitk12.org>  
**Subject:** Safety Reminders for Phase 2 and 3 Reopening

DPSCD Staff,

As we move into Phase 2 and 3 of our reopening plan, I wanted to remind you of a few of our health and safety protocols that must be followed as we return to in-person work. Remember that no single safety measure is meant to work on its own—it's when we all adhere to the various safety protocols together that we keep ourselves and our community as safe as possible while we work to prepare for this summer and fall.

1. **Negative Covid-19 test results:** As a reminder, all staff must submit negative results from a viral Covid-19 test that was administered 1-14 days prior to returning to work. Those negative results should be submitted using this link: <https://bit.ly/dpscd-covid>.
2. **Daily Symptom Check:** Before you leave for work, conduct a quick symptom check using this link: <https://bit.ly/dpscdhealthcheck>. If you are not cleared to work, contact your supervisor and you should take the appropriate leave to be absent from work or telecommute if your work and health allows for this arrangement. Supervisors (payroll approvers) will soon receive information about how to monitor who has completed the check and who is cleared to report.
3. **Required Face Coverings Indoors and Social Distancing:** Face coverings are required for all who enter DPSCD buildings. Additionally, we expect staff to maintain social distancing to the greatest extent possible. Signage is being posted to remind everyone of these requirements.
4. **Temperature checks:** In an effort to ensure the safety and health of our employees, the District is installing temperature kiosks at entry points. As you arrive, you take your temperature using the kiosk to determine if it is in the safe range to enter the building. These kiosks should be used each day when arriving, even if you have already taken your temperature prior to arrival. Kiosks are being installed at summer school locations and central office sites and will expand to other school locations throughout the summer. For any schools sites that do not yet have kiosks, Principals have been provided individual thermometers for 12 month staff. Those thermometers should be used prior to arrival and temperatures can be recorded using the daily symptom check.
5. **Required Staff Training:** As noted in our draft reopening plan, trainings for staff and students will be required to highlight important safety measures like hand washing and maintaining social distancing. A brief, required

training summarizing our safety protocols and health measures can be found [at this link](#). *Be sure to complete the required survey at the end of the training video to log that you have completed the training.*

6. **Questions and Concerns:** As we gradually reopen, we want to make sure we faithfully implement the reopening plan and the safety measures we have committed to ensure everyone's safety. If we are not implementing our plan with fidelity then report it by calling 313-578-7018. If you have any other questions, concerns or want to share your thoughts on reopening, email [info.reopen@detroitk12.org](mailto:info.reopen@detroitk12.org).

NV

**From:** Nikolai Vitti <[nikolai.vitti@detroitk12.org](mailto:nikolai.vitti@detroitk12.org)>  
**Sent:** Monday, July 6, 2020 2:10 PM  
**To:** Nikolai Vitti <[nikolai.vitti@detroitk12.org](mailto:nikolai.vitti@detroitk12.org)>  
**Subject:** Free COVID-19 Testing at DPSCD Sites This Week

DPSCD Staff,

As move into Phase 2 and 3 of our Reopening Plan please be advised that Wayne State University is offering several free mobile COVID-19 testing sites for DPSCD students, families, employees and the broader community. There are three sites available for testing this week. As a reminder, any staff reporting to work in-person will need a negative test result prior to returning to work. **Any summer school staff who have not been tested should take advantage of one of these opportunities to receive a viral COVID-19 test.**

- 7/7: Southeastern HS – 2pm to 6pm [3030 Fairview Street Detroit, MI 48214-2215](#)
- 7/8: Renaissance HS - 10am to [12pm 6565 Outer Dr W, Detroit, MI 48235](#)
- 7/10: Communication Media and Arts HS/Ludington Middle School - 10am to [12pm 19501 Berg Rd Detroit, MI 48219](#)

Appointments are not required, but so that the testing team can prepare adequately, please sign up for a testing window using this link: [https://dpscd.az1.qualtrics.com/jfe/form/SV\\_8BpDkam1LeX03Qx](https://dpscd.az1.qualtrics.com/jfe/form/SV_8BpDkam1LeX03Qx)

NV

Link to staff training video <https://web.microsoftstream.com/video/67ed1e49-bc12-4aaa-85b5-2b50938424c6>

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 **20.07.12 DPSCD Covid-19 Reopening Plan for July Board Meeting.pdf**  
 914K

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**Justin Cheong** <[justin.cheong@ueaa.net](mailto:justin.cheong@ueaa.net)>  
 To: Shanta Driver <[shanta.driver@ueaa.net](mailto:shanta.driver@ueaa.net)>

Mon, Jul 13, 2020 at 2:38 PM

[Quoted text hidden]

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 **20.07.12 DPSCD Covid-19 Reopening Plan for July Board Meeting.pdf**  
 914K

# EXHIBIT F





# **MI SAFE START**

**A PLAN TO RE-ENGAGE  
MICHIGAN'S ECONOMY**

Governor Gretchen Whitmer

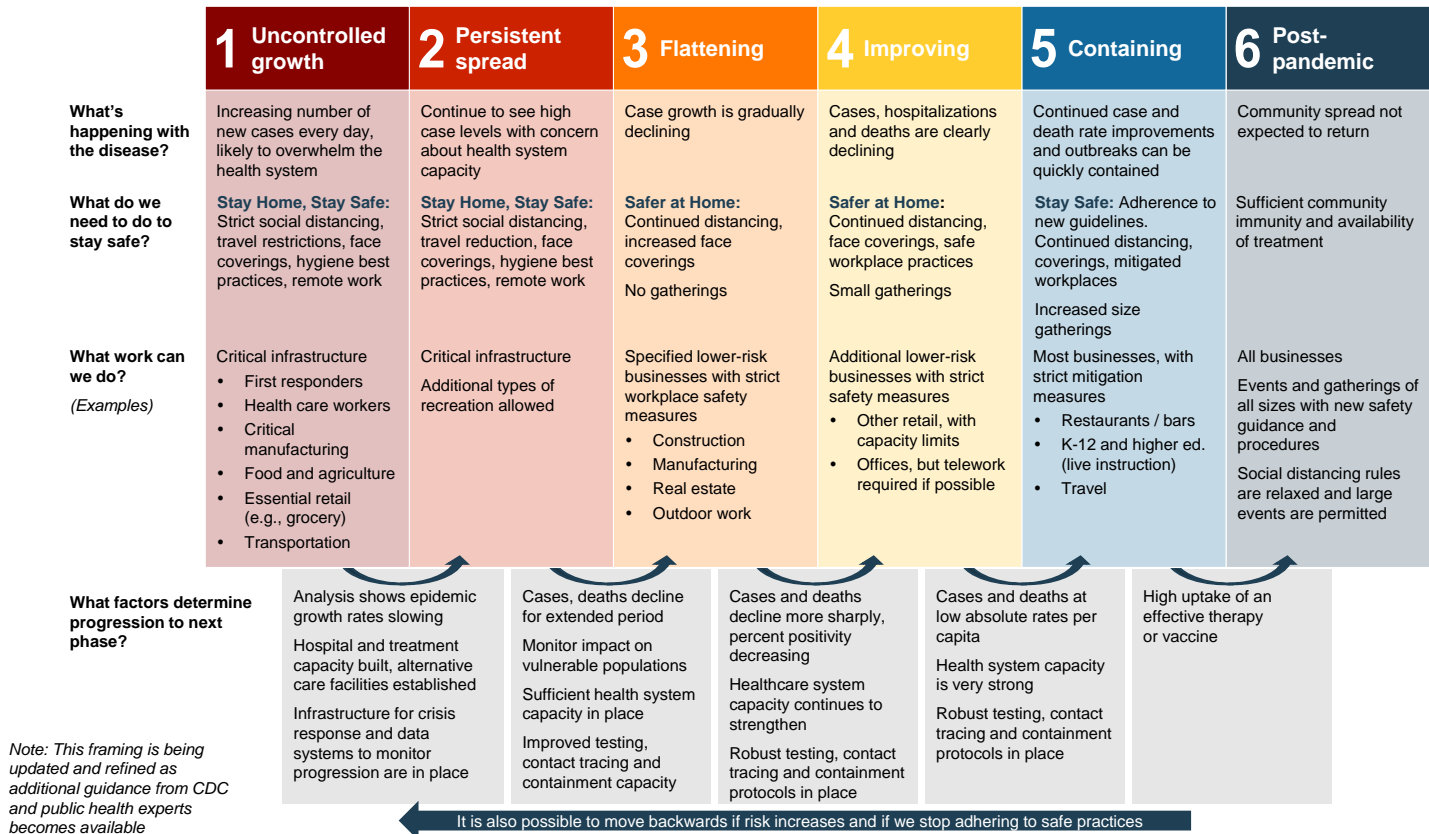
May 7, 2020

GEORGE W. ROMNEY BUILDING - 111 SOUTH CAPITOL AVENUE - LANSING, MICHIGAN 48909

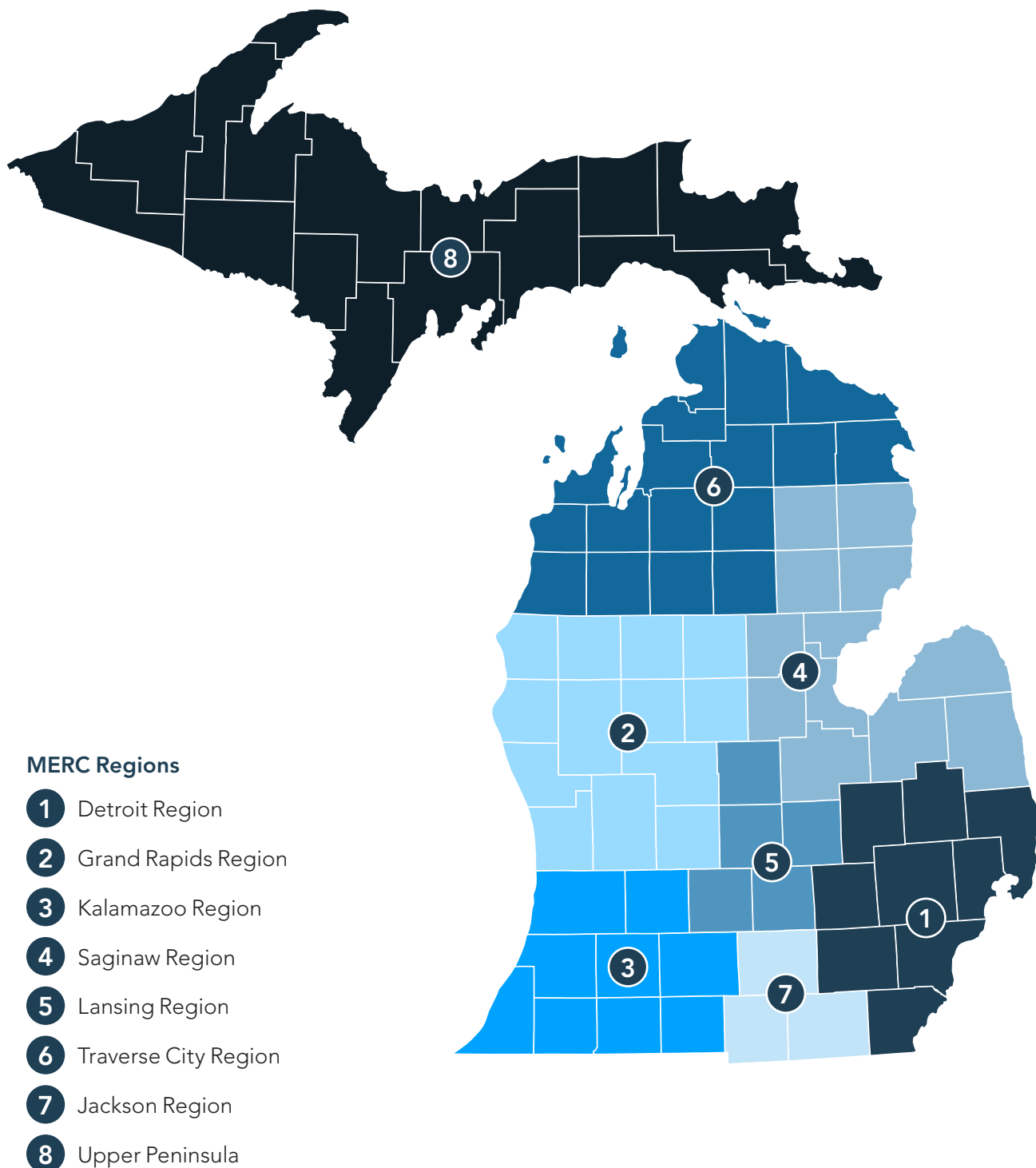
[www.michigan.gov](http://www.michigan.gov)

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# MI SAFE START PLAN



# MICHIGAN ECONOMIC RECOVERY COUNCIL REPORTING REGIONS



# INTRODUCTION

**We have made tremendous progress** in fighting COVID-19 in Michigan. Our medical workers, first responders, and other critical workers have put their lives on the line for us every day, and we owe it to them to do whatever we can to stop the spread of the virus.

**All of us know the importance of getting the economy moving again.** We have already loosened some restrictions on landscaping, construction, and manufacturing. But the worst thing we could do is open up in a way that causes a second wave of infections and death, puts health care workers at further risk, and wipes out all the progress we've made.

We will keep listening to experts and examining the data here in Michigan to reduce deaths, keep our healthcare system from collapsing, and protect those working on the front lines.

## Together, we will move forward.

**Governor Gretchen Whitmer's MI Safe Start Plan** outlines how we will begin to re-engage while continuing to keep our communities safe. Re-engagement will happen in phases. Those businesses that are necessary to protect and sustain life are already open. As we move into lower-risk phases, additional business categories will re-open and the restrictions on public gatherings and social interactions will ease.

**As always, we will be guided by the facts** in deciding whether to transition from one phase to another. We are looking at data every day to understand where we are: data that tells us where the epidemic is spreading, whether our hospitals and other health-care providers can safely cope with any surge in infections, and whether our public health system is up to the task of suppressing new outbreaks.

**We need to keep working** to expand testing and require people who test positive, or are close contacts of those who do, to self-isolate. Moving too fast without the tests we need could put Michigan at risk of a second wave of infections. The most important thing right now is to listen to the experts and follow the medical science.

**We are also looking at the best available evidence** on the risks that different business sectors present and the steps that can be taken to mitigate those risks and protect workers. Our Safe Start Plan has been guided by the state's top public health and university experts, and is based on input from a wide range of experts, including the CEOs of major Michigan companies, labor and union leaders, and small business owners around Michigan.

**We must reopen gradually and safely.** By proceeding incrementally, we can evaluate the effects of our decisions. If cases start to surge, we may need to tighten up again. If the disease is contained, we can keep relaxing. The MI Safe Start Plan will re-engage our economy carefully and deliberately to avoid a second wave of infections.

**This will be a long process.** Our ability to move forward depends on all of us and on our collective commitment to protecting ourselves and others—whether at home, at work, or anywhere else we go. We will always put the health and safety of Michiganders first.



# STAGES OF OUR RESPONSE

In Governor Whitmer's Safe Start Plan, we evaluate where the state and each of its regions are across six phases of this epidemic:

1. **Uncontrolled growth:** Increasing number of new cases every day, likely to overwhelm the health system. Only critical infrastructure remains open.
2. **Persistent spread:** Continue to see high case levels with concern about health system capacity. Only critical infrastructure remains open, with lower-risk recreational activities allowed.
3. **Flattening:** Epidemic is no longer increasing and health system capacity is sufficient for current needs. Specified lower-risk businesses can reopen given adherence to strict safety measures.
4. **Improving:** Epidemic clearly decreasing and health system capacity is strong with robust testing and contact tracing. Additional businesses can reopen given adherence to strict safety measures.
5. **Containing:** Epidemic levels are extremely low and outbreaks can be quickly contained. Health system capacity is strong with robust testing and tracing. Most businesses can reopen given adherence to strict safety measures.
6. **Post-pandemic:** Community spread is not expected to return (e.g., because of a vaccine) and the economy is fully reopened.

Assessing which phase we are in involves a comprehensive review of the facts on the ground. Guided by our experts, we are closely monitoring data that allows us to answer three questions:

- A. Is the epidemic growing, flattening, or declining?
- B. Does our health system have the capacity to address current needs? Can it cope with a potential surge of new cases?
- C. Are our testing and tracing efforts sufficient to monitor the epidemic and control its spread?

We have also worked with our best public health experts and the business community to assess the infection risks posed by workplaces across every sector of the economy. In general, those businesses that are likely to re-open sooner are those that present lower levels of infection risk and whose work cannot be performed remotely. We have also evaluated risk mitigation strategies to minimize the chance that any infection will spread at the workplace. Within each phase, businesses may reopen in a staggered manner to ensure safety. Finally, as our understanding of this disease improves, our assessments of what is appropriate in each phase could change to match the latest scientific evidence.

We are also establishing working groups to advise the state on how we can safely re-engage child care and summer camps, as well as businesses such as restaurants and bars, travel and tourism, and entertainment venues, so that when it is safe, there are best practices established for how to partially open in a low-risk manner.

The following sections outline our approach for moving between phases as well as details on each phase of the MI Safe Start Plan.



## When do we move between phases?

Guided by our public health experts, we are carefully evaluating the best available data to understand the degree of risk and readiness in Michigan. We are complementing that analysis with an understanding of the on-the-ground contextual realities. This comprehensive assessment is a critical input into whether we are prepared to move to the next phase and – just as importantly – whether the disease is surging and we need to adjust our approach.

It is crucial that we monitor the impact of each set of re-engagement activities before moving into the next phase. New transmission can take some time to become visible, and we need to understand any impact of previous re-engagement activities on new disease spread before evaluating a transition to the next stage. As we move into later phases, or if our progress stalls out, it may take longer to move from one phase to another.

Furthermore, it is important to evaluate indicators together: even though some may point to a lower level of risk, others may not. For example, if cases are declining but the health system does not have capacity to address a sudden uptick in cases, the degree of overall risk may still be high.

We will also examine whether different regions within Michigan may be at different phases. That inquiry, too, must be holistic: a region with a low rate of infection may have limited hospital capacity, for example, which puts it at relatively greater risk if an outbreak occurs. Where appropriate, however, regional tailoring makes sense for a state as large and diverse as ours.

Examples of the evidence reviewed for each of the three questions is described below:

### A. Is the epidemic growing, flattening, or declining?

Evidence analyzed includes:

- **The number of new cases per million:** low levels of new cases can suggest limited continued transmission; high levels of new cases can suggest continued transmission activity.
- **Trends in new daily cases:** sustained decreases may suggest that there has not been new takeoff of the disease; increases would provide concern that there has been new takeoff.
- **% positive tests:** if testing levels are high, a low proportion of positive tests is further evidence of declining spread, and also suggests that we have a good understanding of the state of the epidemic. If there is a high proportion of positive tests, it could suggest further disease spread, or that we have a poor understanding of the true extent of the epidemic.





## B. Does our health system have the capacity to address current needs as well as a potential increase, should new cases emerge?

Evidence analyzed includes:

- **Hospital capacity:** if hospitals are able to surge to accommodate a higher case load, it suggests that, if a small uptick in new cases occurred during additional re-engagement, our health system would not be overwhelmed. If hospitals are not able to surge in this way, any new case spread could threaten our health system.
- **PPE availability:** if hospitals have sufficient PPE to manage increased caseloads, it suggests health system capability to handle a small uptick in new cases.

## C. Are our testing and tracing efforts sufficient to monitor the epidemic and control its spread?

Evidence analyzed includes:

- **Testing capacity:** if we are able to ensure that the individuals at risk in each re-engagement phase have access to testing when needed, we will be able to give individuals the information they need to stay safe and, at the same time, allow us to closely track the impact of re-engagement activities on our case growth. If we do not have this testing capacity, it will be harder to give our people and our decision-makers the information they need.
- **Tracing and containment effectiveness:** if we are able to quickly follow up on any newly identified cases and associated contacts, and if those individuals effectively self-isolate, we can more successfully contain any new increase in disease spread. Otherwise, transmission is likely to be higher, increasing our risk.

As new guidance continues to be provided by the CDC and other public health experts, our assessment will adjust to be continually informed by the best available science.



# PHASE 1: UNCONTROLLED GROWTH

## What does it look like



The number of daily new cases increases by a constant rate every day, which leads to an increasingly accelerating case curve. If a community remains in this phase for an extended period of time, healthcare facilities could quickly be overwhelmed. Because unmitigated behavior contributes to the exponential growth, communities can slow the growth rate and exit this phase by introducing social distancing practices and wearing masks when in public.

## What work can we do

## What do we need to do to stay safe

### Businesses and organizations

Only work that is necessary to protect or sustain life will be permitted

- **Retail:** Limited to grocery stores and other critical retail (e.g., pharmacies)
- **Public Transportation:** Permitted
- **Restaurants & Bars:** Available for take-out, delivery and drive-through only
- **Manufacturing:** Critical manufacturing only
- **Construction:** Only permitted for critical infrastructure projects
- **Food & Agriculture:** Permitted
- **Offices:** Closed to all non-critical workers during this phase
- **Education & Child Care:** Remote learning in K-12 and higher education, child care for critical workers

### Personal and social

- **Social Distancing:** In place, maintain a six-foot distance from others when outdoors / in public
- **Face coverings:** Required
- **Gatherings:** Not permitted
- **Outdoor Recreation:** Walking, hiking, biking permitted
- **Quarantine/Isolation:** Individuals who have confirmed or suspected COVID-19 must isolate, and any individual with a known exposure must quarantine, according to CDC and public health guidance
- **At-risk populations:** All at-risk individuals should continue to shelter in place. Members of households with at-risk residents should be aware that by returning to work or other environments where distancing is not possible, they could carry the virus back home. Precautions should be taken to isolate from at-risk residents. Businesses should strongly consider special accommodations for personnel who are members of an at-risk population



# PHASE **2**: PERSISTENT SPREAD

## What does it look like



This phase occurs after the Uncontrolled Growth phase, but when the epidemic is still expanding in the community. There are still high case levels, but the growth rate might gradually decrease. Within this phase, the epidemic is widespread in a community and source of infection is more difficult to trace. Even though the growth rate of new cases is decreasing, high volumes of infected individuals mean that health systems could become overwhelmed, leading to higher mortality rates. During this phase, it is important to maintain social distancing practices in order to slow the spread to a level that health systems can handle as they are continuing to build capacity.

## What work can we do

## What do we need to do to stay safe

### Businesses and organizations

Only work that is necessary to protect or sustain life will be permitted

- **Retail:** Limited to grocery stores and other critical retail (e.g., pharmacies), plus curbside or delivery for nonessential retail
- **Public Transportation:** Permitted
- **Restaurants & Bars:** Available for take-out, delivery and drive-through only
- **Manufacturing:** Critical manufacturing only
- **Construction:** Only permitted for critical infrastructure projects
- **Food & Agriculture:** Permitted
- **Offices:** Closed to all non-critical workers during this phase
- **Education & Child Care:** Remote learning in K-12 and higher education, child care for critical workers

### Personal and social

- **Social Distancing:** In place, maintain a six-foot distance from other when outdoors / in public
- **Face coverings:** Required
- **Gatherings:** Not permitted
- **Outdoor Recreation:** Walking, hiking, biking permitted. Additional recreation allowed, including golfing and motorboating
- **Quarantine/Isolation:** Individuals who have confirmed or suspected COVID-19 must isolate, and any individual with a known exposure must quarantine, according to CDC and public health guidance
- **At-risk populations:** All at-risk individuals should continue to shelter in place. Members of households with at-risk residents should be aware that by returning to work or other environments where distancing is not possible, they could carry the virus back home. Precautions should be taken to isolate from at-risk residents. Businesses should strongly consider special accommodations for personnel who are members of an at-risk population



# PHASE 3: FLATTENING

## What does it look like



This phase occurs when daily new cases and deaths remain relatively constant over a time period. Often, this occurs because communities have started to use social distancing practices and transmission rates have fallen to manageable levels. Because new cases are not constantly increasing, health system capacity has time to expand to epidemic needs and is not typically overwhelmed. During this phase, testing and contact tracing efforts are ramped up statewide. To prevent each infected individual from spreading the virus unchecked, rapid case investigation, contact tracing, and containment practices are necessary within a community.

## What work can we do

## What do we need to do to stay safe

### Businesses and organizations

Non-critical businesses that pose lower risk of infection are able to open with increased safety measures during this phase:

- **Retail:** Limited to grocery stores and other critical retail (e.g., pharmacies), plus curbside or delivery for nonessential retail
- **Public Transportation:** Permitted
- **Restaurants & Bars:** Available for take-out, delivery and drive-through only
- **Manufacturing:** Permitted with additional safety measures and guidelines
- **Construction:** Permitted with additional safety measures and guidelines
- **Food & Agriculture:** Permitted
- **Offices:** Closed to all non-critical workers
- **Education & Child Care:** Remote learning in K-12 and higher education, child care for critical workers and anyone resuming work activities
- **Outdoor work:** Permitted with additional safety measures and guidelines

### Personal and social

- **Social Distancing:** In place, maintain a six-foot distance from other when outdoors / in public
- **Face coverings:** Required
- **Gatherings:** Not permitted
- **Outdoor Recreation:** Walking, hiking, biking, golfing, boating permitted
- **Quarantine/Isolation:** Individuals who have confirmed or suspected COVID-19 must isolate, and any individual with a known exposure must quarantine, according to CDC and public health guidance
- **At-risk populations:** All at-risk individuals should continue to shelter in place. Members of households with at-risk residents should be aware that by returning to work or other environments where distancing is not possible, they could carry the virus back home. Precautions should be taken to isolate from at-risk residents. Businesses should strongly consider special accommodations for personnel who are members of an at-risk population



# PHASE 4: IMPROVING

## What does it look like



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

## What work can we do

## What do we need to do to stay safe

### Businesses and organizations

Most business and organizations will be open throughout this phase under strict safety measures. These include:

- **Retail:** Permitted with additional safety measures and guidelines (e.g., limited capacity)
- **Public Transportation:** Permitted
- **Restaurants & Bars:** Available for take-out, delivery and drive-through only
- **Manufacturing:** Permitted with additional safety measures and guidelines
- **Construction:** Permitted with additional safety measures and guidelines
- **Food & Agriculture:** Permitted
- **Offices:** Open (remote work still required where feasible)
- **Education:** Remote learning in K-12 and higher education, summer programs in small groups
- **Outdoor work:** Permitted with additional safety measures and guidelines

### Personal and social

- **Social Distancing:** In place, maintain a six-foot distance from other when outdoors / in public
- **Face coverings:** Required
- **Gatherings:** Limited to small groups with social distancing
- **Outdoor Recreation:** Walking, hiking, biking, golfing, boating permitted. Activities permitted in small groups with social distancing
- **Quarantine/Isolation:** Individuals who have confirmed or suspected COVID-19 must isolate, and any individual with a known exposure must quarantine, according to CDC and public health guidance
- **At-risk populations:** All at-risk individuals should continue to shelter in place. Members of households with at-risk residents should be aware that by returning to work or other environments where distancing is not possible, they could carry the virus back home. Precautions should be taken to isolate from at-risk residents. Businesses should strongly consider special accommodations for personnel who are members of an at-risk population



# PHASE 5: CONTAINING

## What does it look like



During the Containing phase, new cases and deaths continue to decrease for an additional period of time. At this point, the number of active cases has reached a point where infection from other members of the community is less common. With widespread testing, positivity rates often fall much lower than earlier phases. Rapid case investigation, contact tracing, and containment strategies cause new cases to continue to fall. However, if distancing and other risk mitigation efforts are not continued, infections could begin to grow again because a permanent solution to the epidemic has not yet been identified.

## What work can we do

## What do we need to do to stay safe

### Businesses and organizations

Most business and organizations will be open throughout this phase under strict safety measures

- **Retail:** Permitted with additional safety measures and guidelines (e.g., limited capacity)
- **Public Transportation:** Permitted
- **Restaurants & Bars:** Available for dine-in with additional safety measures and guidelines
- **Manufacturing:** Permitted with additional safety measures and guidelines
- **Construction:** Permitted with additional safety measures and guidelines
- **Food & Agriculture:** Permitted
- **Offices:** Open with additional safety measures and guidelines
- **Education:** Live instruction in K-12 and higher education
- **Outdoor work:** Permitted with additional safety measures and guidelines

### Personal and social

- **Social Distancing:** In place, maintain a six-foot distance from other when outdoors / in public
- **Face coverings:** Required wherever possible
- **Gatherings:** Increased but still limited-sized groups with social distancing
- **Outdoor Recreation:** All outdoor recreation allowed
- **Quarantine/Isolation:** Individuals who have confirmed or suspected COVID-19 must isolate, and any individual with a known exposure must quarantine, according to CDC and public health guidance
- **At-risk populations:** All at-risk individuals should continue to shelter in place. Members of households with at-risk residents should be aware that by returning to work or other environments where distancing is not possible, they could carry the virus back home. Precautions should be taken to isolate from at-risk residents. Businesses should strongly consider special accommodations for personnel who are members of an at-risk population





# PHASE **6**: POST-PANDEMIC

## What does it look like



Reaching this phase would mean that community spread is not expected to return, because of sufficient community immunity and availability of treatment. Because of this, the number of infected individuals falls to nearly zero and the community does not typically experience this strain of the epidemic returning. All areas of the economy reopen, and gatherings of all sizes resume.

## What work can we do

## What do we need to do to stay safe



### Businesses and organizations

All businesses and organizations open with some lasting safety requirements

### Personal and social

Minimal to no lasting limitations on personal and/or social activities



# CONTROLLING SPREAD IN THE WORKPLACE

There are best practices workplaces should follow, with different levels of importance depending on the industry. The proper implementation of these best practices will mitigate risk in the workplace and allow for a safe and sustained return to work. If workplaces fail to follow some or all of these guidelines, it may curb the state-wide progress toward the revitalization phase and result in a re-instating of stricter social limitations.

These best practices fall into five categories:

## **A. Access control: Implementing best practices to quickly identify and catalogue potential introductions of COVID-19 into the workplace**

- Daily symptom diaries (mandatory questionnaires self-attesting to symptoms and contacts)
- On-site temperature checks
- Rapid diagnostic testing protocols
- Intake procedures for visitors
- Guidelines for delivery areas

## **B. Social distancing: Minimizing levels of close contact within the workplace to limit the spread of COVID-19 among workers**

- Remote work (standards for who can work in person, social distancing guidelines for work from home)
- Restrictions on common instances of non-essential close contact (e.g., crowded conference rooms, cafeterias)
- Restriction on in-person meeting size
- Physical barriers between workspaces

## **C. Sanitation / Hygiene: Increasing both the frequency and vigor of common cleaning practices as well as implementing new ones to reduce the amount of time COVID-19 can live on surfaces**

- Frequent disinfection / cleaning (facilities and equipment)
- Local exhaust ventilation
- HEPA filters on HVAC units
- Availability of hand-washing facilities
- Restrictions on shared tooling / machinery



**D. PPE: Ensuring all employees have access to personal protective equipment to keep them from both contracting and transmitting the COVID-19 virus**

- Masks to be worn whenever workers cannot consistently maintain six-feet of separation
- Gloves as necessary
- Face shields as necessary

**E. Contact tracing / Isolation: Designing and imparting to employees important procedures and protocols on what occurs if an employee is suspected to have and/or diagnosed with COVID-19**

- Isolation protocols
- Notification protocols (HR, first responders, government authorities)
- Investigation standards
- Facility cleaning / shutdown procedure
- Quarantine and return-to-work guidelines



# EXHIBIT G



GRETCHEN WHITMER  
GOVERNOR

STATE OF MICHIGAN  
OFFICE OF THE GOVERNOR  
LANSING

GARLIN GILCHRIST II  
LT. GOVERNOR

## EXECUTIVE ORDER

No. 2020-142

### Provision of preK–12 education for the 2020–2021 school year

The novel coronavirus (COVID-19) is a respiratory disease that can result in serious illness or death. It is caused by a new strain of coronavirus not previously identified in humans and easily spread from person to person. There is currently no approved vaccine or antiviral treatment for this disease.

On March 10, 2020, the Department of Health and Human Services identified the first two presumptive-positive cases of COVID-19 in Michigan. On that same day, I issued Executive Order 2020-4. This order declared a state of emergency across the state of Michigan under section 1 of article 5 of the Michigan Constitution of 1963, the Emergency Management Act, 1976 PA 390, as amended (EMA), MCL 30.401 et seq., and the Emergency Powers of the Governor Act of 1945, 1945 PA 302, as amended (EPGA), MCL 10.31 et seq.

Since then, the virus spread across Michigan, bringing deaths in the thousands, confirmed cases in the tens of thousands, and deep disruption to this state's economy, homes, and educational, civic, social, and religious institutions. On April 1, 2020, in response to the widespread and severe health, economic, and social harms posed by the COVID-19 pandemic, I issued Executive Order 2020-33. This order expanded on Executive Order 2020-4 and declared both a state of emergency and a state of disaster across the State of Michigan under section 1 of article 5 of the Michigan Constitution of 1963, the Emergency Management Act, and the Emergency Powers of the Governor Act of 1945. And on April 30, 2020, finding that COVID-19 had created emergency and disaster conditions across the State of Michigan, I issued Executive Order 2020-67 to continue the emergency declaration under the EPA, as well as Executive Order 2020-68 to issue new emergency and disaster declarations under the EMA.

Those executive orders have been challenged in *Michigan House of Representatives and Michigan Senate v. Whitmer*. On May 21, 2020, the Court of Claims ruled that Executive Order 2020-67 is a valid exercise of authority under the Emergency Powers of the Governor Act but that Executive Order 2020-68 is not a valid exercise of authority under the Emergency Management Act. Both of those rulings are being challenged on appeal.

On June 18, 2020, I issued Executive Order 2020-127, again finding that the COVID-19 pandemic constitutes a disaster and emergency throughout the State of Michigan. That order constituted a state of emergency declaration under the Emergency Powers of the Governor Act of 1945. And, to the extent the governor may declare a state of emergency and a state of disaster under the Emergency Management Act when emergency and disaster conditions exist yet the legislature had declined to grant an extension request, that order also constituted a state of emergency and state of disaster declaration under that act.

The Emergency Powers of the Governor Act provides a sufficient legal basis for issuing this executive order. In relevant part, it provides that, after declaring a state of emergency, “the governor may promulgate reasonable orders, rules, and regulations as he or she considers necessary to protect life and property or to bring the emergency situation within the affected area under control.” MCL 10.31(1).

Nevertheless, subject to the ongoing litigation and the possibility that current rulings may be overturned or otherwise altered on appeal, I also invoke the Emergency Management Act as a basis for executive action to combat the spread of COVID-19 and mitigate the effects of this emergency on the people of Michigan, with the intent to preserve the rights and protections provided by the EMA. The EMA vests the governor with broad powers and duties to “cop[e] with dangers to this state or the people of this state presented by a disaster or emergency,” which the governor may implement through “executive orders, proclamations, and directives having the force and effect of law.” MCL 30.403(1)–(2). This executive order falls within the scope of those powers and duties, and to the extent the governor may declare a state of emergency and a state of disaster under the Emergency Management Act when emergency and disaster conditions exist yet the legislature has not granted an extension request, they too provide a sufficient legal basis for this order.

To suppress the spread of COVID-19 and prevent the state’s health care system from becoming overwhelmed, it was reasonable and necessary on March 13, 2020 to issue Executive Order 2020-5, which temporarily closed schools. That order was followed by Executive Order 2020-35 on April 2, 2020, and then Executive Order 2020-65 on April 30, 2020, closing in-person instruction for the remainder of the school year and providing for continuity of learning plans. Although the virus has remained aggressive and persistent, those orders were a key piece of the infection-suppression strategy that curtailed the spread of the COVID-19 in Michigan. Where Michigan was once among the states most heavily hit, our per-capita case rate is now roughly equivalent to the national average.

This executive order provides a structure to support all schools in Michigan as they plan for a return of preK-12 education in the fall. Under the order, school districts must adopt a COVID-19 Preparedness and Response Plan laying out how they will cope with the disease across the various phases of the Michigan Safe Start Plan. In turn, the accompanying Michigan Return to School Roadmap offers a guide to the types of safety protocols appropriate during each phase. There’s no one-size-fits-all solution: what works in Lansing may not work in Sault Sainte Marie. Districts will retain flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions.



In the coming weeks and months, I will be working closely with the legislature to develop a comprehensive return-to-school plan that meets the needs of Michigan students while protecting students, families, and communities from the risk of infection. In the meantime, this executive order and the Return to School Roadmap will provide the scaffolding for districts to develop their plans for getting our kids back in the classroom.

Acting under the Michigan Constitution of 1963 and Michigan law, I order the following:

1. Coronavirus relief funds under the Coronavirus Aid, Relief, and Economic Security Act will be provided and may be used for districts to aid in developing, adopting, and following a COVID-19 Preparedness Plan under section 2 of this order.
2. **Preparedness Plan.** Every school district and nonpublic school must develop and adopt a COVID-19 Preparedness and Response Plan (“Preparedness Plan”) that is informed by the Michigan Return to School Roadmap from the COVID-19 Task Force on Education and Return to School Advisory Council (“Return to School Roadmap”). The plan must, at a minimum:
  - (a) Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 1, 2, or 3 of the Michigan Safe Start Plan. (Nonpublic schools are exempt from this subsection.) Those policies and procedures must, at a minimum:
    - (1) Require the closure of school buildings to anyone except:
      - (A) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment, or performing other necessary in-person functions.
      - (B) Food-service workers preparing food for distribution to students or their families.
      - (C) Licensed child-care providers and the families that they serve.
    - (2) Suspend athletics, after-school activities, inter-school activities (e.g., debate competitions), and busing.
    - (3) Offer alternative modes of instruction other than in-person instruction and a summary of materials each student and the student’s parents or guardians will need to meaningfully access the alternative modes of instruction included in the Preparedness Plan. If the Preparedness Plan relies on electronic instruction, the Preparedness Plan must consider how the district will aid students who lack access to computers or to the internet.
    - (4) Provide for the continuation of food distribution to eligible students.

- (5) Provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement.
- (b) Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 4 of the Michigan Safe Start Plan. Those policies and procedures must, at a minimum:
  - (1) Require the wearing of face coverings, except during meals and unless face coverings cannot be medically tolerated, for:
    - (A) All staff and all students in grades pre-kindergarten and up when on a school bus.
    - (B) All staff and all students in grades pre-kindergarten and up when in indoor hallways and common areas.
    - (C) All staff when in classrooms.
    - (D) All students in grades 6 and up when in classrooms.
    - (E) All students in grades kindergarten through 5 unless students remain with their classes throughout the school day and do not come into close contact with students in another class.
  - (2) Prohibit indoor assemblies that bring together students from more than one classroom.
  - (3) Incorporate the Return to School Roadmap's required protocols governing hygiene, cleaning, athletics, screening, testing protocols, and busing and student transportation.
- (c) Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 5 of the Michigan Safe Start Plan.
- (d) Address each subpart of the Return to School Roadmap and indicate if a school plans to exclude any protocol that is highly recommended.

### **3. Preparation and Approval.**

- (a) If a district lacks the capacity to implement a Preparedness Plan on its own, a district may partner with one or more other districts or intermediate districts. A district may enter into one or more cooperative agreements under section 11a(4) of the Revised School Code, MCL 380.11a(4), to provide for implementation of a Preparedness Plan.

- (b) By August 15, 2020 or seven days before the start of the school year for students, whichever comes first:
  - (1) The local school district board (or, for public school academies, the public school academy board of directors) must approve a district's Preparedness Plan.
  - (2) The chief or designated administrator of a nonpublic school must approve a nonpublic school's Preparedness Plan.
- (c) By August 17, 2020:
  - (1) Intermediate school districts must collect Preparedness Plans from all of the school boards of their constituent districts and transmit such plans, at the same time to the extent possible, to the Superintendent of Public Instruction ("Superintendent") and to the State Treasurer.
  - (2) Authorizing bodies must collect plans from all of the public school academy boards of directors that they authorize and transmit such plans, at the same time to the extent possible, to the Superintendent and to the State Treasurer.
  - (3) The chief or designated administrator of a nonpublic school must transmit copies of approved Preparedness Plans to the Superintendent.
- (d) By August 17, 2020, districts and nonpublic schools must prominently post their approved Preparedness Plans on the home page of their public internet sites.

#### **4. Special Education**

- (a) When a district provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education plans.
- (b) When schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- (c) While any state of emergency or disaster related to the COVID-19 pandemic continues, districts shall comply with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.

- (d) Districts shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students in light of the school closures during the 2019–2020 school year.
- (e) The state will not penalize a district or a nonpublic school that has been allocated federal funds for the purpose of providing special education services due to a school’s inability to provide those services on account of a school closure prompted by a COVID-19 state of emergency or disaster.

**5. Federally Required Assessments.** By July 15, 2020, the Superintendent is strongly encouraged to request by letter that the U.S. Department of Education waive the requirement that Michigan students take assessments as a condition of continued receipt of funding under the Every Student Succeeds Act.

**6. Implementation.**

- (a) All provisions of Executive Order 2020-65 suspending strict compliance with the School Aid Act or the Revised School Code for the 2019–2020 school year—including all provisions in Part I(2) through Part I(13) and all provisions in Parts IV, VII, VIII, and IX—remain in effect through the fiscal year ending September 30, 2020.
- (b) Except as provided for in subsection (a) of this section, Executive Order 2020-65 is rescinded.
- (c) The limitation on the size of indoor social gatherings and events in section 5 of Executive Order 2020-110 or any executive order that may follow from it does not apply to students in a classroom setting.
- (d) All schools, public and private, are subject to the rules governing workplace safeguards established in section 1 of Executive Order 2020-114.
- (e) For purposes of this order, a district that straddles regions will be treated as if it were located solely in the region designated as higher risk.
- (f) All schools, public and private, must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.
- (g) A district or nonpublic school without an approved Preparedness Plan is not permitted to open or to continue in operation for in-person instruction for the 2020–2021 school year.
- (h) To mitigate the impact of COVID-19 on educational outcomes, a district may adopt year-round school or a year-round program for the 2020–2021 school year or start the 2020–2021 school year before the first Monday in September.

- (i) Any closure of schools relating to COVID-19 shall not affect an employer contribution, employee contribution, or the accrual of service credit under the Public School Employees Retirement Act of 1979, 1980 PA 300, as amended, MCL 38.1301 to 38.1467.
- (j) For a district with a collective bargaining agreement, this order must be implemented by the district in a manner consistent with the collective bargaining agreement.
- (k) When the Michigan Department of Education or the Superintendent issues a waiver or suspends an administrative rule pursuant to this order or Executive Order 2020-65, the Superintendent must provide the governor in writing with a copy of the waiver and information relating to the issuance or suspension. Any waiver issued by the Superintendent under Part VII of Executive Order 2020-65 continues in effect through the end of the fiscal year unless otherwise rescinded by the Superintendent.

## **7. Definitions.**

- (a) “Alternative modes of instruction” means modes of student instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-19.
- (b) “District” means a school district established under the Revised School Code or a public school academy. “District” does not include an intermediate district, except for an intermediate district that educates PreK–12 students.
- (c) “Intermediate district” means an intermediate school district established under part 7 of the Revised School Code, MCL 380.601 to 380.705b.
- (d) “Public school academy” means that term as defined in section 5 of the Revised School Code, MCL 380.5.
- (e) “Superintendent of Public Instruction” or “Superintendent” means the superintendent of public instruction described in section 3 of article 8 of the Michigan Constitution of 1963.

Given under my hand and the Great Seal of the State of Michigan.



Date: June 30, 2020

Time: 2:51 pm

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GRETCHEN WHITMER  
GOVERNOR

By the Governor:

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SECRETARY OF STATE



# ClassAction.org

This complaint is part of ClassAction.org's searchable class action lawsuit database and can be found in this post: [Lawsuit Looks to Halt 'Unprepared,' 'Cavalier' Reopening of Detroit Public Schools for Summer School Amid Pandemic](#)

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