

Overall Goal	To support physical health and safety, mental well-being, and academic success for all students, especially those from our most vulnerable student populations.	
Key Issues	General Considerations	Promising Approaches
<p>Clear Communication Emergency Operations Plans - MCL 380.1308b (2018 PA 436)</p> <p>This act amended the Revised School Code to require public school districts, intermediate school districts, and public-school academies (hereafter collectively referred to as <i>district(s)</i>) to establish an emergency operations plan (EOP) for each school building operated by a district. The districts must develop EOPs in consultation with at least one law enforcement agency having jurisdiction over the district and with public input. The board of the district, or board of directors of the PSA, shall adopt the EOP with a</p>	<ul style="list-style-type: none"> • Assessment tool for Staff/Parent/Student readiness, willingness to return • Parent Engagement <ul style="list-style-type: none"> ➢ Learning at a Distance ➢ Parent Handbook • Training for staff, parents and students prior to start of school year <ul style="list-style-type: none"> ➢ POI- Who can they contact for COVID concerns/questions? ➢ Consider having a centralized extension number, email, or webpage to address incoming questions or concerns on COVID-19 topics, environmental health, and safety-related issues. • COMMUNICATION Plan • Signage for areas around school/nurses' office <ul style="list-style-type: none"> ➢ reminders for social distancing ➢ non-contact greetings ➢ available resources (abuse hotlines, etc.) ➢ what to do if you feel sick ➢ psychosocial support • Confidentiality statement re: screenings, reported information, if/when student/staff sick • Trained substitute staff needed (staff, nurse and medical paras) • Communicate exclusion guidelines with all staff 	<ul style="list-style-type: none"> • MI School Emergency Planning: <ul style="list-style-type: none"> https://www.michigan.gov/documents/safeschools/mi_ready_schools_emergency_planning_toolkit_370277_7.pdf • Parent Handbook should include Simple and Clear Policy/Procedures prior to start of school year (sick policy, PPE, hand hygiene, cloth/face masks) • Communication Plan should include the following: <ul style="list-style-type: none"> ➢ Support routine communication with parents and staff regarding steps the school is taking to promote health and safety of students and staff.

<p>majority vote of its board members. The act sets forth several requirements for the EOP, for example, procedures dealing with threats, fire, weather emergencies, training for teachers on mental health issues, improving building security, and post-incident plans.</p>		<ul style="list-style-type: none"> ➤ Identify and address potential language, cultural, and disability barriers associated with communicating health and safety information to school community and staff. ➤ Parents reporting student illness/someone in home is ill ➤ Coordinate communications directly with Local Public Health offices in the following circumstances: <ul style="list-style-type: none"> ○ Prior to releasing communication regarding potential communicable disease outbreak in school, include
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		<p>messaging regarding closure, dismissal, or event cancellation; and</p> <ul style="list-style-type: none"> ○ Note that all communications regarding communicable disease must be in alignment with FERPA (Guidance Document on FERPA and COVID-19) and ADA. <ul style="list-style-type: none"> ● Decisions for school closure, event cancellations, or dismissal related to communicable disease or illness
Communicable Disease	<p>New Revisions include:</p> <ul style="list-style-type: none"> ● Hand Washing Procedures: Antibacterial soap is not recommended ● Maintain a Sanitary Setting: Sanitized surface should air dry for the time listed on product 	<ul style="list-style-type: none"> ● Managing Communicable Diseases in Schools (Version July 2020) ● Current CDC Exclusion:

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	<ul style="list-style-type: none"> • Maintain a Sanitary Setting: Bleach should be used before or after school in appropriate dilutions • Responding to Disease in a School • Vaccination: Updated website • When to Exclude a Child from School: Added Severely ill, Abdominal pain, Skin sores • When to Exclude a Child from School: Changed temperature for fever cutoff, • When to Exclude a Child from School: Added recommendation for written exclusion criteria • Requesting Information from Parents: Newly added section • Immediate Reporting of Outbreaks: Added definitions of ILI and GI outbreaks • School Closures due to Illness: Newly added section • Changes in exclusion criteria: Impetigo, MRSA, Pink Eye, Rash, Ringworm, Scabies, Strep Throat • Animals in the Classroom: Changed from Appendix 3 to Appendix 4 • New links: EPA cleaning guidelines and AAP's Quick Reference for infectious diseases in schools • Added information on planning before an outbreak including NIMS and Communication Plan <p>Added COVID-19 specific information</p>	<p>They have been fever-free for at least 24 hours without the use of medicine that reduces fever AND Other symptoms have improved AND At least 10 days have passed since symptoms first appeared.</p>
Safety	<ul style="list-style-type: none"> • Immunization requirements must be maintained • Emergency Drills should continue • Minimum # staff to maintain school runs safely daily 	<ul style="list-style-type: none"> • COVID AED drill promotion Under Development https://migrc.org/patients-families/mi-heartsafe-schools/
Busing/Transportation	<ul style="list-style-type: none"> • Allow parents to be reimbursed for providing personal transportation to keep students off bus • Screening by families or District staff prior to getting on bus- <ul style="list-style-type: none"> ➤ Temp check, visual, parent report • Training bus staff if screening • Hand sanitizer prior to getting on bus • PPE 	<ul style="list-style-type: none"> • What transit workers need to know about COVID

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	<ul style="list-style-type: none"> ➤ Bus staff and Special Education staff ➤ Mask • Mask visibility for bus driver • Social Distancing • If possible, windows on bus kept open (appropriate or not – Students with Allergic Asthma) • Medical Procedures <ul style="list-style-type: none"> ➤ Suction on bus/Aerosol Procedures • Cleaning <ul style="list-style-type: none"> ➤ Routine and as needed 	<ul style="list-style-type: none"> • Social Distancing: <ul style="list-style-type: none"> ➤ Seat Assignments ➤ Staggering Bus schedules ➤ Parent drop off points designated
<p>Screening requirements for staff and students</p>	<ul style="list-style-type: none"> • Staff-Utilizing Health Insurance Plan resources • Health screenings who would be responsible for training and supervision? What if don't have school nurse? • Identifying staff and students @ high risk and refer to HCP for specific re-entry guidelines • Tracking of students and staff movement <ul style="list-style-type: none"> ➤ Staggering start/dismissal times ➤ Use different entrance/exits/drop off locations ➤ Specific guidelines when student/staff member should be sent home/stay home ➤ Isolation of symptomatic students <ul style="list-style-type: none"> ▪ Provide medical masks for those with symptoms in isolation ➤ Parent guidelines for pickup. <ul style="list-style-type: none"> ▪ What if parent cannot leave work? ▪ What if parent has no form of transportation? ▪ Plan if parent does not comply-repercussions? • Temperature guidelines- <ul style="list-style-type: none"> ➤ Does benefit to do temp screening? Is it evidence-based? Liability? ➤ Thermometer-non-contact ½ hour of ambient air ➤ Thermometer recommendations to check temperature and maintain 	<ul style="list-style-type: none"> • Process to swipe timecard = confirmation of no symptoms, no exposure, no travel • Parent responsibility for screening student prior to coming to school. If sick, stay home. • Staggering start/dismissal times • Use different entrance/exits/drop off locations • Specific guidelines when student/staff member should be sent home/stay home • Isolation of symptomatic students <ul style="list-style-type: none"> ➤ Provide medical masks for those

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	<p>social distance: https://www.fda.gov/media/137079/download https://www.ebay.com/itm/NEW-USA-IR-Infrared-Digital-Forehead-Fever-Thermometer-LCD-Thermometer-Baby/333586302552</p> <ul style="list-style-type: none"> • PPE <ul style="list-style-type: none"> ➢ Cloth face coverings vs. mask <ul style="list-style-type: none"> ▪ Will District provide ▪ Staff and/or Students ▪ What if student loses or dirty 	<p>with symptoms in isolation</p> <ul style="list-style-type: none"> • Is Temperature Checks necessary if: Evidence Supporting Transmission of Severe Acute Respiratory Syndrome Coronavirus 2 While Presymptomatic or Asymptomatic: https://wwwnc.cdc.gov/eid/article/26/7/20-1595_article • PPE Locator: https://www.michamber.com/personal-protection-equipment • PPE burn rate calculator: https://www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/burn-calculator.html • MIOSHA COVID-19 Workplace Safety Guidance
Supervised Isolation Room	<ul style="list-style-type: none"> • Recommended measures on how to approach possibly infected students and staff during the COVID-19 pandemic. 	<ul style="list-style-type: none"> • NASN Considerations for School Nurses Regarding Care of Students and Staff that Become Ill at School or Arrive Sick • K-12 Isolation Room Guidelines
Building Requirements	<ul style="list-style-type: none"> • Adequate supplies: PPE / Hand washing supplies/ hand sanitizer stations- maintain supply • Health Office <ul style="list-style-type: none"> ➢ Space in building 	<ul style="list-style-type: none"> • Free COVID-19 Webinar Series for Custodial Teams on School Reopening

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	<ul style="list-style-type: none"> ➤ Flow of traffic <ul style="list-style-type: none"> ▪ Clinic considerations which could include space and staff for 2 areas <ul style="list-style-type: none"> ○ One area would be isolation 'rooms' for symptomatic students ○ Another space for injuries, medication administration, etc ➤ What is considered adequate ventilation? <ul style="list-style-type: none"> ▪ Fans vs no fans ▪ Windows • Traffic Flow paths • Hands-free biohazard bins for classrooms to remove PPE • bathrooms -monitors • Lockers-If students no longer using lockers storage options for belongings in the classroom • Water Fountains-safe to use <ul style="list-style-type: none"> ➤ Consider use of individual water bottles • Indoor Air Quality <ul style="list-style-type: none"> ➤ In room- HEPA filters ➤ Mold remediation • Cleaning and disinfecting procedures: <ul style="list-style-type: none"> • When and what to clean • Buildings with mold other environmental concerns 	<ul style="list-style-type: none"> • CDC cleaning and infection after person suspected /confirmed to have COVID-19 have been in facility: https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html#Cleaning • Guidance for Cleaning and Disinfecting: https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf https://www.cdc.gov/coronavirus/2019-ncov/community/pdf/Reopening_America_Guidance.pdf https://www.cdc.gov/coronavirus/2019-ncov/community/cleaning-disinfecting-decision-tool.html • MIOSHA COVID-19 Workplace Safety Guidance
Classroom	<ul style="list-style-type: none"> • Assigned seating documented • Rows vs. Groups • # of Students • Dimensions of classroom-how to social distance with # of students 	<ul style="list-style-type: none"> • Smaller class sizes needed • Hybrid model of in person/remote learning, rotating students in the

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	<ul style="list-style-type: none"> • All supplies individualized • Allow for teaching remotely (if staff person is high-risk) <ul style="list-style-type: none"> ➢ Flipped Classrooms • Minor injury-first aid kits in classes <ul style="list-style-type: none"> • Training required • Hand sanitizer station if no sink in classroom • Acrylic partitions used in classrooms to maintain spacing (Fire Code?) Items like dycem, built up foam, and straws will be reconsidered to include disposable options • Rotate teachers instead of students moving classroom to classroom • Establish order (schedule) of class to enter hallway for dismissal 	<p>building, allowing for smaller class sizes-consider local radio or television broadcasts of lessons</p>
<p>Lunchtime/Snacks/Water breaks</p>	<ul style="list-style-type: none"> • Daily screening of School Nutrition Staff • Lunch in classrooms <ul style="list-style-type: none"> ➢ Supervision ➢ Allergy considerations if eating in classroom (allergens) ➢ PPE storage for special education students eating in classrooms ➢ Carts for transporting food from cafeteria to classrooms ➢ Lids for food being transported ➢ Lunches brought from home <ul style="list-style-type: none"> ○ Disposable lunches in place of fabric lunch bags • Students with Diabetes allowed access to food and water as needed • Water breaks - If wearing masks • Cafeteria configuration- <ul style="list-style-type: none"> ➢ Hand sanitizer/cleaning station for before and after lunch ➢ Social Distancing, additional lunchtimes ➢ Disposable silverware including adaptive equipment, straws, utensils 	<ul style="list-style-type: none"> • Food Allergens https://www.cdc.gov/asthma/pdfs/strategies_for_addressing_asthma_in_schools_508.pdf • need at least hourly water breaks • watch for s/s of dehydration
<p>Physical Education/Recess</p>	<ul style="list-style-type: none"> • Activities • Playground guidelines – Social distancing / sanitization of equipment • Showering 	

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	<ul style="list-style-type: none"> • Secretions/Coughing • Water breaks - If wearing masks • Smaller groups- always assigned to same group • Individual Equipment • Swimming pool-secretions in water and after • One-way traffic circulation of athletes through facilities • Ventilation • Classes outdoors if appropriate 	<ul style="list-style-type: none"> • need at least hourly water breaks • watch for s/s of dehydration • watch for s/s of difficulty breathing
Music	<ul style="list-style-type: none"> • Risk for vocal music due to aerosol • Individual Musical instruments <ul style="list-style-type: none"> ➤ no sharing ➤ mouth pieces cleaning 	<ul style="list-style-type: none"> • COVID 19 and Choral singing guidance: https://acda.org/wp-content/uploads/2020/06/ACDA-COVID-19-Committee-Report.pdf • National Association of Music Education COVID resources https://nafme.org/covid-19/ • COVID Instrument cleaning guidance https://nafme.org/covid-19-instrument-cleaning-guidelines/
Training	<ul style="list-style-type: none"> • Health Screening • Social distancing • Surveillance Protocols <ul style="list-style-type: none"> ➤ Exclusion Protocols • Communicable Disease-how to report-who contacts HD/parent • Mitigation <ul style="list-style-type: none"> ➤ Handwashing <ul style="list-style-type: none"> ○ Upon Entry/before-after meals/between classes/ 	<ul style="list-style-type: none"> • Spectrum Health Training Resources-videos including students wearing masks, staff-wearing PPE and more: https://www.spectrumhealth.org/covid19/school-resources

	<ul style="list-style-type: none"> ○ coughing-sneezing etiquette ○ Providing student health services ● PPE <ul style="list-style-type: none"> ➤ Masks <ul style="list-style-type: none"> ○ Student refusal to wear mask (behavioral, developmental) ○ Guideline for student if spitting Drooling, oral secretions due to disability ○ How long is mask effective ○ Storage of masks when not wearing, new, old ➤ Gown ➤ Gloves ➤ Face Shields 	<ul style="list-style-type: none"> ● Family COVID-19 Newsletters: <ul style="list-style-type: none"> Considerations for Face Coverings Talking to Your Kids About COVID-19 Social Distancing with Kids Health Screenings with Kids Hand Washing with Kids ● Here is a suggestion for what to do with masks during the school day: Provide 3 lunch-sized brown paper bags per student: <ul style="list-style-type: none"> Bag 1- labelled CLEAN with a supply of new masks Bag 2- labelled IN-USE to be used throughout the day when they take off their mask to eat or when in their boarding house Bag 3- labelled DIRTY where they will put their used masks at the end of the day (either for garbage
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		<p>disposal if using a disposable mask or for laundering if using a cloth face covering)</p> <ul style="list-style-type: none"> • Latex Glove Allergies: https://allergyasthmanetwork.org/news/fdas-revised-glove-guidelines-impact-people-with-latex-allergy/ • How to Wash Face Coverings • Considerations for Staff Assisting Students with Special Health Care Needs
<p>Special Education Classrooms</p>	<ul style="list-style-type: none"> • Sensory rooms-guidelines for use, cleaning, etc. • Recommended PPE/providing care/social distancing for <ul style="list-style-type: none"> ➢ Feeding ➢ Oral secretions: drooling, spitting, etc ➢ Diaper changing-early evidence about fecal shedding ➢ Suctioning with trach (aerosolizes possible COVID) ➢ CPAP use (aerosolizes possible COVID) ➢ Gastrostomy feeding ➢ Administering medication/ alternate location ➢ Nebulizer treatments ➢ Cough assist • Masks-concerns for students with Autism, Anxiety, Headaches • Social distancing to provide care • Assess for N-95s: who would fit? Health Division? • Negative pressure areas • Can care be safely provided in the classroom (many are currently done in classrooms in center-based programs) • Current AAP guidance not to come back but what does this look like legally 	<ul style="list-style-type: none"> • Considerations for Staff Assisting Students with Special Health Care Needs • Kent ISD PPE Training Special Education Powerpoint and Video • NASN PPE Guidance for Personnel in Schools • PPE Considerations for Healthcare Staff or Staff Providing Educational Support to Special Needs Students • Vent/Trach Care during COVID • WI PPE Consideration for different procedures: https://dpi.wi.gov/sites/default/files/2020-04/20200421%20WI%20PPE%20Consideration%20for%20different%20procedures.pdf

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	<p>IDEA/504</p> <ul style="list-style-type: none"> • Homebound-what would that look like? • Building Space Issues-What if program is already out of compliance (see page 101-102) <p>https://www.michigan.gov/documents/mde/MARSE_Supplemented_with_IDEA_Regs_379598_7.pdf</p>	<p>ault/files/imce/sspw/pdf/PE_Considerations_for_Schools_docx.pdf</p> <ul style="list-style-type: none"> • MDE Special Education Toolkit-In development
Occupational Therapists	<ul style="list-style-type: none"> • PPE and storage that would accommodate supplies and not interfere with space requirements for lifts • Face shields • Gowns • Operational hands-free biohazard bins • Wheeled storage carts (option to be locked) • Increase # of paraprofessionals for added prevention measures (extra equipment and disinfecting between students) 	<ul style="list-style-type: none"> • COVID and OT https://www.aota.org/Practice/Health-Wellness/COVID19.aspx • https://www.aota.org/Conference-Events/Coronavirus-COVID19.aspx
Speech Therapists	<ul style="list-style-type: none"> • Plexiglass barriers? • Social distancing • PPE 	<ul style="list-style-type: none"> • COVID and SPT https://www.asha.org/about/coronavirus-updates/
Boarding Schools	<ul style="list-style-type: none"> • When to close dorm • Sleeping arrangements • Shared bathrooms-Every other stall/Assigned bathroom/shower stall 	<ul style="list-style-type: none"> • National Association of Independent Schools COVID Guidance for Schools https://www.nais.org/articles/pages/additional-covid-19-guidance-for-schools/
Immigrant Services	<ul style="list-style-type: none"> • Fear of deportation • Language Barriers • How to report if student discriminated/bullied due to country of origin or country/physical appearance assumption in relation to COVID 	<ul style="list-style-type: none"> • MI Immigrant Rights Center https://michiganimmigrant.org/ • MI Immigrant Service

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		<p>Provider Guide https://michiganimmigrant.org/sites/default/files/Michigan-Immigrant-Service-Provider-Reference-Guide-01-26-2020.pdf</p>
Childcare in Buildings	<ul style="list-style-type: none"> • CTE run? • Outside providers? 	<ul style="list-style-type: none"> • LARA Guidelines for Safe Child Care Operations (Updated August 21, 2020)
Child Abuse Reporting	<ul style="list-style-type: none"> • Increased rates of domestic violence/child abuse- clear communication plan/mandated reporter training 	<ul style="list-style-type: none"> • Mandated Reporter Training • MDHHS Mandated Reporter Webpage
Homebound services	<ul style="list-style-type: none"> • Blended learning • At risk students 	<ul style="list-style-type: none"> • MDE Homebound and Hospitalized Guidance
Wrap Around Supports	<ul style="list-style-type: none"> • Access to Counseling if need identified • Trauma informed SEL <ul style="list-style-type: none"> ➢ Focus on school culture and climate ➢ Deployment of Multi-tiered systems of support • Access to School Nursing Services <ul style="list-style-type: none"> ➢ Care Coordination ➢ Social distancing/PPE for provision of care 	<ul style="list-style-type: none"> • SEL COVID Resources • SEL Roadmap for Reopening Schools
Care Coordination of Chronic Health Conditions	<ul style="list-style-type: none"> • Updated medical history and medication management • Updated emergency contact information for parent and additional contacts • Collaboration with Primary Care Providers for current and reentry planning • Updated Care Plan including Emergency Care Plan and Medication Administration • Coordination of medications and medical supplies from home to school 	<ul style="list-style-type: none"> • CDC Chronic Health Conditions in Schools: https://www.cdc.gov/healthyschools/shs/chronic_disease_management.htm • COVID and Asthma: https://community.aafa.org

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	<ul style="list-style-type: none"> • Restock of Personal Protective Equipment such as gloves, masks, wipes • Restock of disinfecting supplies such as hand sanitizer, disinfecting wipes and cleaners • Contact District Nurse or if unavailable contact school administrator to set up staff and student specific health training • Are they able to access medical care including scheduled specialist providers? • History of hospitalization during school closure • Asthma <ul style="list-style-type: none"> ➤ opening of windows/doors may exacerbate asthma symptoms • Incorporate staff members who maintained contact during school closure • Assist with Access to Resources and supplies 	<ul style="list-style-type: none"> • g/blog/coronavirus-2019-ncov-flu-what-people-with-asthma-need-to-know?fbclid=IwAR3oFDk6mRjstEkDBwUZqah2-U9id7y6MBTTBXQQVecUEk5omBYV20XvP_Y • COVID and Diabetes https://www.jdrf.org/coronavirus/ • COVID and Diabetes Q&A https://beyondtype1.org/anne-peters-coronavirus-questions/?_ga=2.258703306.1575887179.1587408172-652784767.1587408172 • COVID 19 and Epilepsy https://www.epilepsy.com/learn/covid-19-and-epilepsy • COVID and Food Allergies https://www.foodallergy.org/living-food-allergies/food-allergy-essentials/covid-19-resources • COVID Asthma and Allergy Network https://allergyasthmanetwork.org/health-a-z/covid-19/ • Asthma Care at School Post COVID- 19
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		Outbreak.pdf
Train the Trainer for Re-Entry Practices	<ul style="list-style-type: none"> Incorporate new guidelines in training for school staff with current recommendations 	<ul style="list-style-type: none"> Spectrum Health Training Resources-videos including students wearing masks, staff-wearing PPE and more: https://www.spectrumhealth.org/covid19/school-resources
Homeless (Per AIR American Institute of Research in 2013, 1:30 children are homeless)	<ul style="list-style-type: none"> Those that are homeless cannot isolate or quarantine 	<ul style="list-style-type: none"> MDE McKinney-Vento Homeless Act https://www.nihcm.org/categories/the-state-of-homelessness-in-america MI Report Card included: https://www.air.org/resource/americas-youngest-outcasts-report-card-child-homelessness

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