



DPSCD Reopening Plan

REVISED SEPTEMBER 2020

Questions? Visit our FAQs at <http://www.detroitk12.org/returntoschool> or contact info.reopen@detroitk12.org.

Overview

DPSCD (Detroit Public Schools Community District), like other school districts, organizations, and businesses has gradually reopened for more face-to-face 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 environments that are as COVID-free as possible by establishing and adhering to consistent on-site safety precautions that are regularly monitored. Our reopening has occurred in phases, beginning with central office and 12-month employees returning to work over the summer. A summary of our four phases can be found below:

| | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
|-------------------|--|---|---|---|
| Covid-19 | Flattening, but the overall case number is moderate | Declining sharply, with cases contained quickly | Diminished with absolute rates of cases low | Cases are consistently low |
| Mitigation | 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 |
| Students | Distance learning | Distance learning | Summer enrichment and course recovery | Face-to-face and online options for students, families and staff |
| Staff | 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 adhering to safety protocols |
| Timeline | May | June 22 – July 6 th | July 13 th – August 6 th | August 17 th - September |

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 may 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 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, which are detailed in Appendix A.

Legislative Requirements for Reopening

On August 20th, 2020 Governor Whitmer signed a package of legislation providing additional requirements and details for reopening schools for 2020-2021. The “Return to Learn” bills provide guidance on attendance taking, funding, day and clock hour requirements, and assessments. Some portions of the law still require guidance from MDE, including specifics related to pupil accounting. In short, the signed bills do not require or prohibit either face-to-face or online instruction, but do establish the following:

- Schools are primarily funded based on enrollment and for the purposes of 2020-2021, a mix of last year’s enrollment (75%) and this year’s enrollment (25%) will be used to establish school and District funding levels.
- Schools are not required to hold 180 days/1098 hours of school; however, they are required to teach a full year of curriculum.
- Benchmark assessments are required once within the first nine weeks of school and once before the last day of school.
- Each District must gain approval of a continuity of learning plan that establishes goals and modes of instruction (face-to-face or online) and the local Board of Education must recertify the learning plan every thirty days and solicit family feedback through public comments.

Development of Our Reopening Plan

The District’s reopening 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, approved at the regular July Board meeting and was revised based on feedback from stakeholder engagement sessions, survey data collected, and negotiations with labor organizations.

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 a face-to-face experience and the other 50% opting for online. 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 online and the other half for face-to-face learning.

Fall return-to-school surveys from families showed that roughly 11,000, or approximately 20% of the District’s enrolled students and their families preferred a face-to-face option, with the remaining electing to learn online for the first nine weeks of

school. Families choosing online learning have expressed a great need for live instruction from teachers and to ensure they have access to the tools and support needed to assist students while they are learning remotely.

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 online learning for students. In the actual summer school sign up for staff, over 400 teachers indicated a preference for online with roughly 300 indicating they preferred face-to-face or did not have a preference. The actual summer school applications reflected similar numbers with more than 250 teachers indicating their desire to teach face-to-face and more than 400 signing up for online instruction.

Upon signing the Letter of Agreement with DFT, staff in that bargaining unit have the option to elect to work online or face-to-face for the first nine weeks of the school year. Staff primarily prefer online, which in many cases aligns with the family survey results. Staff will be able to revisit their elections after the first nine weeks of school.

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 later into the school year.

In July and August, the District held a series of tele-town-halls using Microsoft Teams, Zoom, web streaming and Facebook livestreaming reaching over 23,000 participants. The Superintendent and Board members shared critical details about our reopening and answered live questions from participants about reopening. Those questions also led to additional Frequently Asked Questions (FAQs) on the District's reopening webpage www.detroitk12.org/returntoschool. Below is a summary of those engagements.

| Date | Number of Attendees |
|-----------|---------------------|
| 7/31/2020 | 6300 |
| 8/3/2020 | 2542 |
| 8/5/2020 | 4493 |
| 8/7/2020 | 1129 |
| 8/10/2020 | 1776 |
| 8/11/2020 | 1655 |
| 8/12/2020 | 3414 |
| 8/17/2020 | 2099 |
| 9/3/2020 | 2047 |
| TOTAL: | 25455 |

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

Students Rise. We All Rise.

DPSCD Reopening Plan



- 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](#)

Students Rise. We All Rise.

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.

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. In addition, any questions or concerns related to Operations (especially cleanliness, bathroom supplies, etc.) can be submitted via phone at 313-578-7018.

Safety Team

The District will establish a dedicated team of individuals to routinely audit safety practices in school buildings and provide regular reports on the adherence to safety protocols in schools. Additionally, in accordance with the signed Letter of Agreement for reopening, the District and DFT will establish a joint Labor-Management Committee on Schools Reopening (CSR) to meet weekly and review reopening issues with the intent to improve educational and safety practices.

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)

The District has purchased and will deploy Personal Protective Equipment (PPE) for staff and students as part of the reopening of schools. The first delivery took place prior to the start of the school year. The initial delivery included reusable materials (face masks and face shields) along with consumable items (surgical masks, hand sanitizer, disinfectant wipes).

The initial delivery included a two-month allocation of consumable PPE (September & October). Schools will receive a monthly delivery to ensure there is always supply available. *(Please note that all spray bottles are intended for surface cleaning.)* The deliveries will be made by the District's warehouse staff and distribution vendor.

| PPE Item | Delivery Frequency | Recipients |
|-----------------------|--------------------|---|
| Reusable Face Masks | One-time/September | Staff and students |
| Reusable Face Shields | One-time/September | Staff |
| Surgical-style Masks | Monthly | Visitors, staff & students as needed |
| KN95 Masks | Monthly | First Responders & School Health Teams |
| N95 Masks | Monthly | Trainable Aides at Center Based Schools* & Nurses |
| Hand Sanitizer | Monthly | Classrooms & Offices |
| Disinfectant Spray | Monthly | Classrooms & Offices |
| Disinfectant Wipes | Monthly | Classrooms & Offices |
| Gloves | Monthly | Office & School Health Teams |

Specialized PPE will be provided to center-based schools and to nurses, security staff, and nutrition staff. Additional PPE will be available for each school (4-person) School Health Team, for when they need to respond. The following items will be available by request at all schools:

- Clear Face Masks**
- Gowns
- Shoe Coverings

*If aerosolized procedures are conducted additional specialized PPE will be provided.

**Available if required for student IEP.

Temperature Check Kiosks

The District procured and is installing temperature kiosks for every school. The kiosks will be installed prior to the start of the school year. In addition to the temperature kiosks, schools will receive at least two touchless thermometers (one for the nurse's office and main office) which can be used to take student, staff or visitor temperatures. The kiosks and touchless thermometers will alert schools if staff or students have a temperature at or above 100.4. Those individuals with temperatures above 100.4 should be sent home.

Additional Reopening Materials

The District is committed to supporting staff during the reopening of schools and is providing additional materials. All teachers, counselors and social workers will receive \$100 to procure student supplies and materials. Additionally, teachers providing in person instruction will have the option of receiving a cart to assist in the movement between classrooms.

Daily Health Questionnaire

The District has launched an electronic tool to collect daily information from employees about their readiness to attend work in person (through a basic web app). If the employee answers "yes" to any of the questions in the app, then they will receive a

message indicating they are not to report to work and to seek the appropriate medical attention. Information about daily work readiness (e.g. ready/not ready) will be maintained centrally and may be provided to supervisors without disclosing specifics of the survey responses. Employees unable to complete the survey electronically before work will be required to complete a similar checklist upon arrival to a District location.

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

1. Are you currently experiencing any of the following symptoms unrelated to a known preexisting condition (e.g. asthma, allergies)?
 - a. Fever or chills
 - b. Cough
 - c. Shortness of breath or difficulty breathing
 - d. Fatigue
 - e. Muscle or body aches
 - f. Headache
 - g. New loss of taste or smell
 - h. Sore throat
 - i. Congestion or runny nose
 - j. Nausea or vomiting
 - k. Diarrhea
 - l. I am not experiencing any symptoms

2. Have you been in close contact (within 6 feet for 15+ minutes) with someone who has a confirmed case of COVID-19 or has exhibited symptoms of COVID-19? (Yes/No)

Additional Voluntary COVID-19 Testing

All staff are required to submit a negative COVID-19 viral test before returning to work. In addition, the District will explore, in coordination with the Detroit Health Department, the possibility of voluntary surveillance testing to monitor the potential spread of COVID-19 in schools throughout the year. Information about this voluntary testing will be shared as it becomes available.

School Tours to Highlight Safety Protocols

To share the work the District did to prepare for safely reopening with key community stakeholders, the District will hold a series of building tours beginning the first weeks of school and ending mid-October at select schools. Assistant Superintendent of Operations, Machion Jackson will facilitate tours where participants will be guided through the safety protocols detailed in the District's Reopening Plan. Each tour will be capped at 20 participants and occur on specific days and times to promote social distancing and ensure a safe environment for our staff and students. If you or someone you know may be interested in a tour, please call (313) 873-3211 or email aisha.lockett-talley@detroitk12.org.

COVID-19 Safety Commitments

DPSCD has established and will follow strict safety protocols to ensure the health and safety of students, families, and staff. When in a face-to-face school setting, the following commitments will be expected and monitored regularly, including the use of PPE outlined in the prior section “Personal Protective Equipment”:

Testing & Symptom Checking

- F2F Employees have completed COVID 19 test and submitted a negative result
- District accountability symptom checker and COVID test clearance dashboard
- Temperature checks installed at multiple entry points
- Symptom check signage installed
- Isolation area is defined and has a staffing plan
- Evidence of the documented quarantine protocol is in place

Classrooms, Office & Hallway Configurations

- Handwashing, masks and social distancing signage installed
- Maximum occupancy signs are prepared and posted by school staff
- Plexiglass is installed in the office
- No more than 20 desks in any F2F classroom and desks are separated by 6 feet
- Hand sanitizer and wipes available in each F2F classroom
- Classrooms without window or centrally operated ventilation will not be used

Cleaning

- Checklist for office, bathroom, isolation area and classroom cleaning is in place
- Adequate cleaning supplies for the first quarter are available
- Cleaning checklist for pre-K and Montessori classroom manipulatives in place
- Cleaning checklist for classroom technology in place
- Engineer preventative maintenance logs include filter changes every quarter

Transportation

- Bus cleaning check list in place

Rituals & Routines

- Principal has a plan for explicitly teaching and reinforcing rituals and routines for safety
 - o Building entry and dismissal
 - o Handwashing
 - o Going to the bathroom
 - o Getting water (water bottles provided)
 - o Using classroom materials including laptops
 - o Lunch and snacks
 - o Wearing of PPE
 - o Hallway passing and transitions

Training

- Employee training in place for delivery in pre-planning
- Student training in place for delivery day 1
- Evidence of custodial training in place
- Evidence of bus driver training in place
- Dashboard for training completion of COVID 19 training for students and school employees

Crowd Management

Principals have a plan for dispersing groups on school property:

- New arrival families hoping to enroll
- Families collecting instructional materials
- Ad-hoc groups that may form due to weather, recreation, etc. (e.g., it is raining and individuals gather under overhangs)

Fall 2020-2021 Reopening of Schools (Phase 4)

The District will open all schools, as expected, with live instruction occurring on Tuesday, September 8. We know that our day-to-day operations in schools and offices will not look the same as any prior year. Our fall reopening will include face-to-face or online learning for students, along with a series of supports to ensure students receive safe supervision and ongoing meals throughout the year.

Choosing Face-to-Face or Online Learning

The District surveyed families to identify their preferences for face-to-face or online learning. Over 90% of enrolled families responded indicating approximately 20% preferring face-to-face and 72% preferring online. This information has assisted DPSCD in determining what type of supports are necessary to support families for the 2020-2021 school year. The District will continue to conduct outreach to families quarterly to determine how their needs are changing.

Staff in Detroit Federation of Teachers (DFT) bargaining unit have the option to teach and work in a face-to-face setting or an online setting. Those choices are made quarterly (in nine-week increments) and staff electing to teach face-to-face will receive additional compensation for each quarter they work face-to-face.

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 online 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 and each school will be assigned a nurse.

Younger Students (Pre-K to 2nd grade)

Consistent feedback on our draft plan reiterated the need to make special consideration for our youngest students, particularly PK to 2nd grade. We will 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 for face to face learning) and approach their experience with care and concern.

Investment in Enhanced Online 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 online 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.

Fall Reopening Instruction: Online or Face-to-Face

The District has established two primary modes of learning for the fall: online or face-to-face. Each scenario prioritizes student learning and ensures that schedules mirror those of a typical school day. Face-to-face classes are limited to 20 students physically in one room at a time (except in large spaces where more social distancing is possible) whereas online classes are typical sizes.

| | Option 1: Face-to-Face | Option 2: Online |
|-------------------------------------|---|--|
| Summary | <i>Live, daily, face-to-face instruction in smaller classes to allow for maximum physical distancing</i> | <i>Live, daily, online instruction provided through enrollment with your brick-and-mortar school</i> |
| Learning Environment | <ul style="list-style-type: none"> Class size reduced to # of desk that can be separated by six feet Teacher provides instruction in-person Students are cohorted to ensure ability to contact-trace in case of COVID 19 K-5 and K-8 schools meet Monday – Friday, with reduced school hours (6 hours) High Schools will offer a combination of face to face and online learning | <ul style="list-style-type: none"> Standard class sizes Teacher provides live instruction each day over video Students and parents have access to the Homework Hotline in the evening to receive personalized support |
| Curriculum & Instruction | <ul style="list-style-type: none"> Core courses (ELA, math, science, social studies) Rotating PE, Music, Art, and other electives Needs-based individual intervention available | <ul style="list-style-type: none"> Online curriculum is completely aligned to in-person curriculum Focus on core courses (ELA, math, science, social studies); live online electives may be limited Allowed to participate in extracurricular activities (e.g. sports and some clubs) |
| Additional Details | <ul style="list-style-type: none"> Option to switch to online instruction each quarter Exception Student Education (ESE) provided through combination of in-person and online formats; utilize Individualized Education Plan or 504 Plan | <ul style="list-style-type: none"> Option to switch to in-person instruction each quarter Families receive materials like, planners and workbooks, to support virtual learning Devices & internet provided through Connected Futures initiative (see Additional Details section) Exception Student Education (ESE) provided through online format according to Individualized Education Plan or 504 Plan, as appropriate |

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 throughout 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.

Resources and Training for Staff and Families

To accommodate the launch of new District systems to support online learning, teaching staff was provided with additional paid training prior to their regular return date on Schoology and Microsoft Teams. Resources for staff are also posted on the Hub and are available to review at any time.

Tools and resources for families for online learning can be found on our website: www.detroitk12.org/returntoschool. This includes information about logging on, accessing course resources and supports for English Language Learners and students with disabilities. As in past years, parents and students can also access help with their coursework through the District's homework hotline by calling 1-833-466-3978.

Learning Centers

Families who identified the need for face-to-face learning, but for whom that is not an option at their school have the ability for students to attend a Learning Center at their designated school building. Learning Centers are opportunities for students to participate in online learning, but from a physical school setting. All students in Learning Centers are also able to receive breakfast and lunch at the school. This option allows us to honor parents' choice for an in-person option, while respecting the decisions of teachers who prefer to work remotely. Learning Centers have the exact same safety protocols that are available in face-to-face classrooms and like everything we do at DPSCD, we will evaluate the success of our Learning Centers and adjust as needed to meet the needs of our students and school community.

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 suspected or confirmed in a District location?

The District is committed to proactive communication about confirmed cases once information is confirmed with public health officials. In the event of a suspected or confirmed case, the District will follow the protocol below:

- *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 have 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 a portion/or an entire school building or District office.*
- *We also commit to notifying staff and families who are not close contacts in the specific location (i.e. school, department, etc.) that a case has been confirmed in their work location, and although they were not identified as close contacts, they should continue to monitor for symptoms and continue their work/learning as normal.*
- *Staff who are exposed to COVID-19 at work have access to specific COVID-19 related FMLA and their sick bank will not be drawn while using this leave.*

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 those visitors, volunteers, and partners deemed necessary for student support 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.



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"> • Regular site walk-throughs • Student surveys • Staff surveys • Family surveys • Focus groups |
| 2. Are our students making enough academic progress? | <ul style="list-style-type: none"> • Interim assessment data • Student classroom grades |
| 3. Are our students receiving enough social and emotional interaction and support? | <ul style="list-style-type: none"> • Student surveys • Staff surveys • Focus groups • Observations |
| 4. How are our employees adjusting to new ways of work and what support do they need? | <ul style="list-style-type: none"> • Staff surveys • Observations • Focus groups |
| 5. Are we allocating our resources to ensure long-term sustainability? | <ul style="list-style-type: none"> • Budget reviews • Staffing data • Stakeholder surveys |

Appendix A

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 the state’s phase 4 reopening that are also “strongly recommended” in phase 5 will be addressed in the same manner in both phases. For example, if student athletes are required to use individual water bottles clearly marked for their personal use in phase 4 as a “required” element, the practice will continue in phase 5 as well, even if it is only a “strongly recommended” element in phase 5.

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

Required Elements

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

DPSCD Reopening Plan



| | | | | |
|-------------------------|-----------------------------------|---|----------|---|
| | | Every participant should confirm that they are healthy and without any symptoms prior to any event. | | |
| Safety Protocols | Athletics | Inter-school competitions may be held provided that facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section. | Required | Will develop guidance prior to scheduling of events |
| 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 | 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. |
| Safety Protocols | Busing and Student Transportation | Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes. | Required | District transportation providers will clean and disinfect frequently touched surfaces at minimum twice per day, prior to beginning routes. |
| Safety Protocols | Busing and Student Transportation | Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned. | Required | District transportation providers will clean and disinfect frequently touched surfaces at minimum twice per day, prior to beginning routes. |
| Safety Protocols | Busing and Student Transportation | Create a plan for getting students home safely if they are not allowed to board the vehicle. | Required | Every precaution will be taken to transport students to school in a manner that supports the safety and health of the drivers and other students. If 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. |
| Safety Protocols | Busing and Student Transportation | Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus. | Required | Hand sanitizer will be provided on each yellow bus and District van. |
| Safety Protocols | Busing and Student Transportation | If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students. | Required | In the event of a reported illness during the school day, parents will be notified to pick up children from school. Should parent transportation be unavailable, the Office of Student Transportation will work on an individual basis with each family to provide a safe route home. |
| Safety Protocols | Busing and Student Transportation | Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe | Required | To the fullest extent possible, windows will be opened to provide proper ventilation. |

Students Rise. We All Rise.

DPSCD Reopening Plan



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

Students Rise. We All Rise.

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.

STRONGLY RECOMMENDED ELEMENTS

| Category | Subcategory | 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 online 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"> - Support schools in conducting staff and student outreach to understand who is coming back. - For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc. - 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). - For students, this should include those with preexisting conditions who may need a remote learning environment. | Strongly Recommended | Schools are conducting site-specific outreach to determine which students plan to return in person and online 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. |

DPSCD Reopening Plan



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

Students Rise. We All Rise.

DPSCD Reopening Plan



| | | | | |
|-------------------------|-----------------------------------|---|----------------------|--|
| Safety Protocols | 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. |
| Operations | 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 adjust services as needed. |
| Operations | Busing and Student Transportation | Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as: <ul style="list-style-type: none"> - 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. |
| Safety Protocols | 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 |
| Instruction | Communication & Family Supports | Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with: <ul style="list-style-type: none"> - 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. |
| Operations | Facilities | Audit all school buildings with a focus on: <ul style="list-style-type: none"> - 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 |
| Operations | 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 |

Students Rise. We All Rise.

DPSCD Reopening Plan



| | | | | |
|-------------------------|---|---|----------------------|---|
| | | | | possibility of opening additional entrances and exits. |
| Safety Protocols | 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. |
| Safety Protocols | 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. |
| Safety Protocols | 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. |
| Safety Protocols | Food Service, Gathering and Extra Curriculars | If cafeterias must be used, mealtimes should be staggered to create seating arrangements with six feet of distance between students. Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks. Students, teachers, and food service staff should wash hands before and after every meal. | Strongly Recommended | Per Serv Safe guidelines, OSN staff regularly replace gloves during food service operations and will continue to do so. The District will utilize signage and floor marking to enforce social distancing and high school will employ use of staggered lunch times to maximize spacing between students and to remind students of handwashing routines. |
| Instruction | Governance | Create a district Return to Instruction and Learning working group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to: <ul style="list-style-type: none"> - Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or online 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. |
| Safety Protocols | 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. |
| Safety Protocols | 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 |

Students Rise. We All Rise.

DPSCD Reopening Plan



| | | | | |
|-------------------------|-------------|--|----------------------|---|
| | | 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. |
| Safety Protocols | 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. |
| Safety Protocols | 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. |
| Safety Protocols | 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. |
| Instruction | 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. |
| Instruction | 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. |
| Instruction | Instruction | Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically homing 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. |
| Instruction | 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. |
| Instruction | 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. |
| Instruction | 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 |

Students Rise. We All Rise.

| | | | | |
|--------------------|-------------|--|----------------------|---|
| | | <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> |
| Instruction | 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. |
| Instruction | Instruction | <p>Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:</p> <ul style="list-style-type: none"> - Best practices for blended or remote learning; - Grade-level proficiencies; - Modes of student assessment and feedback - Differentiated support for students; - The inclusion of social-emotional learning; and - Guidance around daily instructional time and workload per different grade bands to ensure consistency for students | Strongly Recommended | Requires updated guidance on remote learning from MDE for pupil accounting |
| Instruction | 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. |
| Instruction | 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"> - Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE. - Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. <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. |

DPSCD Reopening Plan



| | | | | |
|--|---|---|----------------------|---|
| Instruction | 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. |
| Instruction | 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. |
| Instruction | 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. |
| Safety Protocols | 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. |
| 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 | 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. |
| Mental & Social-Emotional Wellbeing | 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. |
| Mental & Social-Emotional Wellbeing | 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. |
| Mental & Social- | Mental & Social- | Provide resources for staff self-care, including resiliency strategies. | Strongly Recommended | Training will be offered to staff in this area. |

Students Rise. We All Rise.

DPSCD Reopening Plan



| | | | | |
|--|-------------------------------------|---|----------------------|--|
| Emotional Wellbeing | Emotional Wellbeing | | | |
| Mental & Social-Emotional Wellbeing | 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> |
| Mental & Social-Emotional Wellbeing | 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. |
| Mental & Social-Emotional Wellbeing | 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. |
| Mental & Social-Emotional Wellbeing | 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. |
| Mental & Social-Emotional Wellbeing | 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. |
| Mental & Social-Emotional Wellbeing | 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"> - Destigmatization of COVID-19; - Understanding normal behavioral response to crises; - General best practices of talking through trauma with children; and - Positive self-care strategies that promote health and wellness. | 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> |
| Mental & Social-Emotional Wellbeing | 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 (i.e. # of students absent due to COVID, # of students screened for mental illness, # of referrals for mental illness, specific items |

Students Rise. We All Rise.

DPSCD Reopening Plan



| | | | | |
|--|-------------------------------------|---|----------------------|--|
| | | | | related to staff, etc.) that can be reviewed periodically. |
| Mental & Social-Emotional Wellbeing | 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 | Sessions on self-care and caring for others in a crisis are already scheduled in coordination with the U of M TRAILS team. The District also plans to coordinate with School-Based Health Centers to provide information and support. |
| Instruction | Professional Learning | Create a plan for professional learning and training, with goals to: - Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education; - Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and - Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging. | 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. |
| Instruction | Professional Learning | Provide adequate time for schools and educators to engage in: - Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed; - 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; - Identify students who potentially need additional support; and - Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning. | Strongly Recommended | The District calendar allows for school-based planning prior to the return of students in September. |
| Safety Protocols | 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. |
| Operations | 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 |
| Operations | 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 |

Students Rise. We All Rise.

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 online 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"> - Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should include: - Safely bagging devices collected at schools; - Sanitizing the devices prior to a repair or replacement evaluation; - Ordering accessories that may be needed over the summer; and - Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement. | Strongly Recommended | The District is prepared to issue additional devices, if needed, beyond the Connected Futures devices while meeting the cleaning standards described here. |
| 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 can 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"> - Safely bagging devices collected at schools; - Transporting them to a central location; - Sanitizing the devices prior to a repair or replacement evaluation; and - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement. | Strongly Recommended | The District is prepared to issue additional devices, if needed, beyond the Connected Futures devices while meeting the cleaning standards described here. |
| 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. |

Students Rise. We All Rise.

DPSCD Reopening Plan



| | | | | |
|-------------------------|------------------|---|----------------------|--|
| Operations | 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. |
| Operations | 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. |
| Operations | 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. |
| Safety Protocols | 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. |

Students Rise. We All Rise.

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.

Appendix B

Below is a copy of the signed Letter of Agreement (LOA) between DPSCD and DFT for the reopening of schools.

**Letter of Agreement
between
Detroit Public Schools Community District ("District")
and
Detroit Federation of Teachers ("DFT")
2020-21 REOPENING OF SCHOOLS**

WHEREAS, the parties recognize the need to reopen schools and implement District learning programs in conformity with COVID-19 guidelines issued by the Centers for Disease Control and Prevention, the Michigan Department of Health and Human Services, the Michigan Department of Education, the Michigan Safe Start Plan, the Michigan Safe Schools Plan, and Governor Whitmer's Executive Orders 2020-142, 2020-145, 2020-147,

THEREFORE, the Detroit Federation of Teachers ("DFT") and the Detroit Public Schools Community District ("District") (collectively "the parties") agree as follows for the 2020-2021 academic year:

1. Upon request from the DFT, representatives from the DFT and District shall conduct joint school walkthroughs to ensure compliance with the health and safety requirements indicated in the District's Reopening Plan. The health and safety requirements shall be maintained through the 2020-21 school year unless stricter requirements are warranted by an increase in risks from the Covid-19 pandemic.
 - a. Classrooms and other seating areas will be configured so that people (students and staff) will be at least six (6) feet apart in direct instruction settings with no more than twenty (20) students per class.
 - b. To the greatest extent possible and with the least disruption, principals will balance the number of students per grade level necessary to adhere to the District's social distancing standards.
 - c. If a DFT bargaining unit member finds non-compliance with health and safety requirements regarding room configuration or class size, she/he shall notify the principal who shall immediately remedy the non-compliance.
 - d. Changes to the health and safety requirements will be collectively bargained by the parties.
 - e. Virtual/online classes shall be subject to the class size limits set forth in Article 18 of the collective bargaining agreement. However, payment for oversized virtual/online classes (or combined in-person and virtual/online classes) shall not be subject to the limits of the class size overage pool fund set forth in Article 18.
2. The parties shall form a joint Labor-Management Committee on Schools Reopening ("CSR"). The CSR shall consist of three persons appointed by the District and three persons appointed by the DFT. More persons may be added to the CSR by mutual agreement. The CSR will meet weekly to review reopening issues with the mutual intent to improve educational and safety practices. Among other issues, CSR will review Tri-County (Wayne, Oakland, and Macomb Counties) COVID-19 data, and will

work with health officials, community groups, and other stakeholders to determine data that needs to be reviewed and considered, as well as the framework for data interpretation. When appropriate CSR will make recommendations to improve educational and safety practices to the District's Board of Education. The establishment and work of the CSR does not replace the obligation of both parties to negotiate in good faith concerning issues subject to collective bargaining.

3. Beyond required "return to work" COVID-19 testing, the District will provide COVID-19 testing to employees and students on a voluntary (non-required) and ongoing basis. Student testing will require parental consent. This testing shall be free of cost to students and staff. The District will promote and encourage student testing through educational activities and publicity.
4. The District will also begin to explore and proactively communicate the rationale and purpose of a Districtwide random COVID-19 testing program throughout the school year. The District shall also work with the DFT, City and County health departments to develop and implement, no later than the beginning of the 2nd quarter of 2020-21, a research-based COVID-19 testing program with the aim of limiting COVID-19 outbreaks in schools/worksites throughout the school year. This testing shall be voluntary and shall also be free of cost to students and staff.
5. All DFT bargaining unit members will be allowed to choose their preference to perform their job duties either face-to-face or online/ remotely. This selection shall remain in effect for the first nine (9) weeks of the first semester – that is, through November 11, 2020. If changes are needed after those first nine (9) weeks, the parties will collectively bargain in good faith over the issue of choice thereafter.
6. Training shall be provided for all DFT bargaining unit members.
 - a. DFT bargaining unit members who elect face-to-face job performance shall receive mandatory specialized training on the best approaches and safety precautions for the safe delivery of high-quality instruction to students in the COVID-19 work environment. The training may be enhanced by personal experiences shared by unit members employed in the 2020 Summer School Program.
 - b. DFT bargaining unit members who elect virtual/online job performance shall receive mandatory specialized training on the best approaches to deliver high-quality instruction to students.
7. DFT bargaining unit members who elect face-to-face job performance shall be provided PPE (protective gowns, face masks, face shields, shoe covers, and gloves) pursuant to CDC and OSHA guidelines and upon request, as circumstances require.
8. DFT bargaining unit members who elect to perform their job duties face-to-face for the 2020-21 academic year shall receive a bonus of \$750.00 for each marking period that they complete through June 30, 2021. Payments shall be made through a separate pay advice no later than two weeks after completion of the marking period.

9. All professional development, including but not limited to virtual teaching and health and safety protocols, will be conducted remotely for the 2020-21 school year. One possible exception is that bargaining unit employees who elect face-to-face job performance may be asked to participate in face-to-face professional development so long as all safety protocols, such as social distancing requirements and PPE's, are met.
10. Teachers who provide face-to-face instruction and who are transferred to a different school may subsequently request a return to their original school, and the District shall consider and seek to give priority to such request.
11. DFT bargaining unit members who experience difficulties related to COVID-19 are encouraged to apply for leave provisions afforded through the Emergency Paid Sick Leave Act, the Emergency Family and Medical Leave Expansion Act, both part of the Families First Coronavirus Response Act, and/or Americans with Disabilities Act.
12. Any DFT bargaining unit member who performs work in-person and who contracts Covid-19 during the 2020-21 school year will be entitled to paid sick-leave, without any loss of his or her sick bank time, until he or she is medically cleared to return to work either in-person or online/remotely. Medical clearance will consist of a note from his or her treating physician.
13. If a DFT bargaining unit member is sent home from a face-to-face assignment by the District to self-quarantine due to potential COVID-19 exposure and is asymptomatic, the member shall be required to deliver instruction remotely to ensure continuity of student learning.
14. DFT bargaining unit members who need to care for school aged child(ren) due to COVID-19 related school/childcare facility closures may bring their child(ren) to their assigned work location and provide supervision and instructional supports for said child(ren) within her/his respective classroom(s).
15. Any DFT bargaining unit member who performs their job duties online/virtually shall be allowed upon request to perform their duties within an assigned school on days that the unit member chooses, provided that it does not interfere with school operations, and further provided that she or he adheres to COVID-19 safety requirements and other protocols. In no case shall such a unit member coming into a school be asked or required to perform face-to-face activities.
16. The parties will also meet, as needed and in consultation with the CSR, to bargain collectively to resolve issues arising from Covid-19 related safety in schools. The parties may enter into a separate letter of agreement to confirm such resolution, with the mutual intent to improve COVID-19 related safety in schools. In addition, if an increase in Covid-19 cases prompts the closure of the Detroit Public Schools Community District in whole or in part, the parties will meet as soon as possible to

bargain collectively over the effects of such closure and how to continue instruction and other student services online/remotely.

17. The District and the DFT will also collectively bargain in good faith, upon request of either party, on any other issues related to COVID-19 which arise during the 2020-21 school year but which have not been specifically addressed in this LOA or the collective bargaining agreement.
18. This LOA shall expire on June 30, 2021.
19. The validity, interpretation, and performance of this LOA shall be governed in all respects by applicable Federal and state laws, regulations, and court rulings.
20. Nothing in this Letter of Agreement shall operate or be construed to waive, amend, abrogate, or release from any provisions of the collective bargaining agreement between the parties. Disputes concerning the interpretation, application, or enforcement of the provisions of this Letter of Agreement shall be subject to and resolved through final and binding expedited arbitration under the rules and procedures of the American Arbitration Association.

THEREFORE, by the representatives' signatures below, the parties agree to the terms of the LOA as outlined above.

For the DFT:

For the District:

Tenena Dhab - President

Signature

[Handwritten Signature]

Signature

Rakim M. Wilson

Signature

[Handwritten Signature]

Signature

8-27-2020

Date

8/27/20

Date

Appendix C

Below is a copy of the signed Letter of Agreement (LOA) between DPSCD and The International Brotherhood of State, County, and Municipal Workers Teamsters Local 214 for the reopening of schools.

**Letter of Agreement
between
Detroit Public Schools Community District ("District")
and
International Brotherhood of State, County, and Municipal Workers ("Union")
Teamsters Local 214**

2020-21 REOPENING OF SCHOOLS

WHEREAS, the parties recognize the need to reopen schools and implement District learning programs in conformity with COVID-19 guidelines issued by the Centers for Disease Control and Prevention, the Michigan Department of Health and Human Services, the Michigan Department of Education, the Michigan Safe Start Plan, the Michigan Safe Schools Plan, and Governor Whitmer's Executive Orders 2020-142, 2020-145, 2020-147,

THEREFORE, the Teamsters Local 214 and the Detroit Public Schools Community District (collectively "the parties") agree as follows for the 2020-2021 academic year:

1. Bargaining unit members will perform their work duties at worksites.
2. This Agreement shall be reevaluated after the first nine (9) weeks of the first semester – that is, through November 11, 2020. If changes are needed after those first nine (9) weeks, the parties will collectively bargain in good faith.
3. Bargaining unit members who perform their job duties face-to-face for the 2020-21 academic year shall receive \$750.00 hazard pay for each marking period that they complete through June 30, 2021. Payments shall be made through a separate pay advice no later than two weeks after completion of the marking period.
4. Bargaining unit members shall be provided Personal Protection Equipment pursuant to CDC and OSHA guidelines.
5. Unit members shall adhere to COVID-19 safety requirements and other protocols.
6. Unit members who experience difficulties related to COVID-19 are encouraged to apply for leave provisions afforded through the Emergency Paid Sick Leave Act, the Emergency Family and Medical Leave Expansion Act, both part of the Families First Coronavirus Response Act, and/or Americans with Disabilities Act.
7. Unit members that contract a confirmed case of coronavirus at a District worksite arising out of and in the course of employment during phases one (1) through (4) of the District's reopening, shall be entitled to paid sick-leave until the unit member is able to return to work, and cannot perform work related duties and responsibilities face-to-face or online.
8. This LOA shall expire on June 30, 2021.
9. The validity, interpretation, and performance of this LOA shall be governed in all respects by the laws of the State of Michigan.

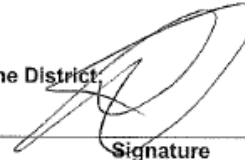
Students Rise. We All Rise.

For the Union:


Joe Vitti (15 Sep 2020 18:00 EDT)

Signature

For the District:



Signature

Signature

9/8/20

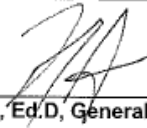
Signature

Sep 8, 2020

Date

Date

Approved:



9/8/20

Nikolai P. Vitti, Ed.D, General Superintendent

Appendix D

Below is a copy of the signed Letter of Agreement (LOA) between DPSCD and the Organization of School Administrators and Supervisors (OSAS) for the reopening of schools.

**Letter of Agreement
between
Detroit Public Schools Community District ("District")
and
Organization of School Administrators and Supervisors
2020-21 REOPENING OF SCHOOLS**

WHEREAS, the parties recognize the need to reopen schools and implement District learning programs in conformity with COVID-19 guidelines issued by the Centers for Disease Control and Prevention, the Michigan Department of Health and Human Services, the Michigan Department of Education, the Michigan Safe Start Plan, the Michigan Safe Schools Plan, and Governor Whitmer's Executive Orders 2020-142, 2020-145, 2020-147, and 2020-160,

THEREFORE, the Organization of School Administrators and Supervisors ("OSAS") and the Detroit Public Schools Community District ("District") (collectively "the parties") agree as follows for the 2020-2021 academic year:

1. Bargaining unit members will perform their work duties in person within their assigned school building/work location and individual school building shall report to the assigned school building/worksites at the beginning of the 2020-2021 school year.
2. Bargaining unit members who are assigned to work in an individual school building will continue to perform their duties in person within that school building provided that the building complies with the following safety protocols:
 - a. Classrooms and other seating areas will be configured so that people (students and staff) will be at least six (6) feet apart in direct instruction settings with no more than twenty (20) students per class.
 - b. To the greatest extent possible and with the least disruption, principals will balance the number of students per grade level necessary to adhere to the District's social distancing standards.
 - c. If a bargaining unit member reasonably concludes that a classroom is not in compliance with these provisions or with general health and safety requirements regarding room configuration or class size, she/he shall notify the principal who shall immediately remedy the non-compliance.
 - d. No member of the bargaining unit shall be required to perform professional services in a room which does not meet these standards.
3. Bargaining unit members who are assigned to work at a school building may be transferred to other buildings pursuant to Article 8 of the collective bargaining agreement. A transfer may not be arbitrary or retaliatory. No person transferred shall suffer any economic disadvantage as the result of the transfer.

Students Rise. We All Rise.

4. To the extent possible, Deans shall work within their customary area of professional responsibility. However, if bargaining unit work is not fully available for Deans and other school-based administrators, alternative work will be offered. The alternative work assigned shall be professional in nature and not inconsistent with the job responsibilities of a Dean.
5. School-based unit members will be assigned to learning centers to provide oversight and support, provided the learning center meets the protocols described in paragraph 2 above.
6. Deans assigned to learning centers shall work with principals to coordinate times to complete the job duties associated with their status in a Dean job classification.
7. The Employer commits to engaging a cadre of substitute employees who will be assigned to staff learning centers.
8. Deans hours of work shall be consistent with Article 7 (Hours of Work) of the collective bargaining agreement and working conditions shall be consistent with those outlined in the collective bargaining agreement.
9. Non-School based unit members may request the option of telecommuting as outlined in District Policy and Administrative Guidelines. In cases when the request is denied, the Supervisor shall provide a rationale for the denial.
10. Only School-Based, DPSCD-PD, and FACE unit members in the following classifications: Principal Accountants, Deans of Culture, Directors, Program Associates I and II, and Program Supervisors, and Supervisor at Turning Point (see attached bonus eligibility list) who perform their job duties face-to-face for the 2020-21 academic year shall receive \$750.00 hazard pay for each marking period that they complete through June 30, 2021. Payments shall be made through a separate pay advice no later than two weeks after completion of the marking period. Eligible unit members who are hired after the execution of this LOA shall be entitled to the bonus payment.
11. Bargaining unit members shall be provided Personal Protection Equipment. Each building shall be provided with Personal Protection Equipment to include:
 - a. Disposable face masks
 - b. Disposable latex gloves
 - c. Hand sanitizer
 - d. Goggles
 - e. Face shields
 - f. Protective gowns, as needed
 - g. Shoe coverings, as needed
12. Unit members shall adhere to COVID-19 safety requirements and other protocols.

13. Unit members who experience difficulties related to COVID-19 are encouraged to apply for leave provisions afforded through the Emergency Paid Sick Leave Act, the Emergency Family and Medical Leave Expansion Act, both part of the Families First Coronavirus Response Act, and/or Americans with Disabilities Act.
14. Unit members that contract a confirmed case of coronavirus at a District worksite arising out of and in the course of employment during phases one (1) through (4) of the District's reopening, shall be entitled to paid sick-leave until the unit member is able to return to work, and cannot perform work related duties and responsibilities face-to-face or online. Medical clearance will consist of a note from his or her treating physician.
15. The District and Union shall work collaboratively and schedule a Special Conference to survey and discuss any possible working condition issues at the warehouse.
16. Unit members shall adhere to COVID-19 safety requirements and other protocols as may be mutually approved from time to time. A joint labor-management committee shall meet no less frequently than once per pay period to review existing protocols and make necessary changes or adjustments.
17. The parties will meet, as needed to resolve issues arising from Covid-19 related safety in the schools or other issues related to this agreement.
18. Disputes regarding the application or interpretation of the agreement shall be resolved pursuant to the grievance procedure of the parties' collective bargaining agreement.
19. This LOA shall remain in effect for the first nine (9) weeks of the first semester (through November 11, 2020) and shall be re-evaluated every 9 weeks thereafter, wherein if changes are needed, the parties will collectively bargain in good faith.
20. This LOA shall expire on June 30, 2021.
21. The validity, interpretation, and performance of this LOA shall be governed in all respects by the laws of the State of Michigan.

THEREFORE, by the representatives' signatures below, the parties agree to the terms of the LOA as outlined above.

For the OSAS:


Deborah Louis-Ake (Sep 8, 2020 15:19 EDT)

Signature

Sep 8, 2020

Date


Juan F. Pardo (Sep 8, 2020 16:11 EDT)

Signature

Sep 8, 2020

Date

For the District:



Signature

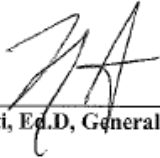
9/8/20

Date

Signature

Date

Approved

 9/8/20
Nikolai P. Vitti, Ed.D, General Superintendent

Appendix E

Below is a copy of the signed Letter of Agreement (LOA) between DPSCD and Non-Instructional Supervisory Personnel (NISP) for the reopening of schools.

**Letter of Agreement
between
Detroit Public Schools Community District ("District")
and
International Union of Operating Engineers, Local 324
Non-Instructional Supervisory Personnel ("NISP")**

2020-21 REOPENING OF SCHOOLS

WHEREAS, the parties recognize the need to reopen schools and implement District learning programs in conformity with COVID-19 guidelines issued by the Centers for Disease Control and Prevention, the Michigan Department of Health and Human Services, the Michigan Department of Education, the Michigan Safe Start Plan, the Michigan Safe Schools Plan, and Governor Whitmer's Executive Orders 2020-142, 2020-145, 2020-147,

THEREFORE, the Non-Instructional Supervisory Personnel ("NISP") and the Detroit Public Schools Community District ("District") (collectively "the parties") agree as follows for the 2020-2021 academic year:

1. Bargaining unit members will perform their work duties in person within their assigned school building/work location and shall report to the assigned school building/worksites at the beginning of the 2020-2021 school year.
2. Bargaining unit members who perform their job duties face-to-face for the 2020-21 academic year shall receive \$750.00 hazard pay for each marking period that they complete through June 30, 2021. Payments shall be made through a separate pay advice no later than two weeks after completion of the marking period.
3. Bargaining unit members shall be provided Personal Protection Equipment pursuant to CDC and OSHA guidelines.
4. Unit members shall adhere to COVID-19 safety requirements and other protocols.
5. Unit members who experience difficulties related to COVID-19 are encouraged to apply for leave provisions afforded through the Emergency Paid Sick Leave Act, the Emergency Family and Medical Leave Expansion Act, both part of the Families First Coronavirus Response Act, and/or Americans with Disabilities Act.
6. Unit members that contract a confirmed case of coronavirus at a District worksite arising out of and in the course of employment during phases one (1) through (4) of the District's reopening, shall be entitled to paid sick-leave until the unit member is able to return to work, and cannot perform work related duties and responsibilities face-to-face or online.
7. This LOA shall remain in effect for the first nine (9) weeks of the first semester (through November 11, 2020) and shall be re-evaluated every 9 weeks thereafter, wherein if changes are needed, the parties will collectively bargain in good faith.
8. This LOA shall expire on June 30, 2021.

Students Rise. We All Rise.

9. The validity, interpretation, and performance of this LOA shall be governed in all respects by the laws of the State of Michigan.

For the Union:

Ron Heurtebise

Ron Heurtebise (Sep 8, 2020 19:37 EDT)

Signature

For the District:



Signature

Signature

Signature

Date

Date

Approved:

Nikolai P. Vitti 9/8/20
Nikolai P. Vitti, Ed.D, General Superintendent

Appendix F

Below is a copy of the signed Letter of Agreement (LOA) between DPSCD and the American Federation of State, County and Municipal Workers (AFSCME) for the reopening of schools.

**Letter of Agreement
between
Detroit Public Schools Community District ("District")
and
American Federation of State, County and Municipal Workers ("AFSCME")**

2020-21 REOPENING OF SCHOOLS

WHEREAS, the parties recognize the need to reopen schools and implement District learning programs in conformity with COVID-19 guidelines issued by the Centers for Disease Control and Prevention, the Michigan Department of Health and Human Services, the Michigan Department of Education, the Michigan Safe Start Plan, the Michigan Safe Schools Plan, and Governor Whitmer's Executive Orders 2020-142, 2020-145, 2020-147,

THEREFORE, the American Federation of State, County and Municipal Workers ("AFSCME") and the Detroit Public Schools Community District ("District") (collectively "the parties") agree as follows for the 2020-2021 academic year:

1. Bargaining unit members will perform their work duties in person within their assigned school building/work location and shall report to the assigned school building/worksites at the beginning of the 2020-2021 school year. Unit members who are assigned to provide online teaching support shall also perform their work duties within their assigned school building/worksites.
2. Where bargaining unit work is not fully available for special education aides and trainable aides, alternative work will be offered in the spirit of avoiding a workforce reduction. Bus Attendants shall be responsible for checking student temperatures and conducting daily symptom checks before bus boarding.
3. School Technicians, Special Education Aides, Trainable Aides, Adaptive Physical Education Trainable Aides, Assistant Dispatchers, Bus Attendants, Custodians, Lead Custodians and AFSCME President who perform their job duties face-to-face for the 2020-21 academic year shall receive hazard pay in the amount \$3000.00 as a one-time payment on December 1, 2020 in an off-cycle check. Unit members must be on the payroll at the time that the bonus payment is issued.
4. Food Service Attendants, School Garden Attendants, Cashier Helpers Food Service, and General Helpers Food Service who perform their job duties face-to-face for the 2020-21 academic year shall receive hazard pay in the amount \$3000.00 as a one-time payment on the December 1, 2020 in an off-cycle check. Unit members must be on the payroll at the time that the bonus payment is issued.
5. Bargaining unit members shall be provided PPE (protective gowns, face masks, face shields, shoe covers, and gloves) pursuant to CDC and OSHA guidelines and upon request.
6. Members shall adhere to COVID-19 safety requirements and other protocols.
7. AFSCME bargaining unit members who experience difficulties related to COVID-19 are encouraged to apply for leave provisions afforded through the Emergency Paid Sick Leave Act, the Emergency Family and Medical Leave Expansion Act, both part of the Families First Coronavirus Response Act, and/or Americans with Disabilities Act.
8. Any bargaining unit member who performs work in-person and who contracts Covid-19 during the 2020-21 school year will be entitled to paid sick-leave, without any loss of his or her sick bank time, until he or she is medically cleared to return to work.

1 | Page


9. This LOA shall remain in effect for the first nine (9) weeks of the first semester (through November 11, 2020) and shall be re-evaluated every 9 weeks thereafter, wherein if changes are needed, the parties will collectively bargain in good faith.

10. This LOA shall expire on June 30, 2021.

11. The validity, interpretation, and performance of this LOA shall be governed in all respects by the laws of the State of Michigan.

THEREFORE, by the representatives' signatures below, the parties agree to the terms of the LOA as outlined above.

For the Union:


Karen Johnson (Sep 8, 2020 17:33 EDT)

Signature


Timothy Johnson (Sep 8, 2020 17:38 EDT)

Signature

Sep 8, 2020

Date

For the District:


9/8/20

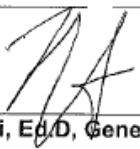
Signature



Signature

Date

Approved:


9/08/20
Nikolai P. Vitti, Ed.D, General Superintendent