Youth Advancement Academy
COVID-19
Preparedness and Response Plan
2020-2021

INSTRUCTIONS:

Please follow the step-by-step instructions below to complete the Preparedness and Response Plan.

1. Download and save the COVID-19 Preparedness and Response Plan to your computer prior to filling it out.

2. Complete the report and make sure to save it to your computer.

3. Submit the entire completed report in Epicenter. **Deadline: August 14, 2020**

COVID-19 Preparedness and Response Plan

Address of School District: 6750 Chime St. Kalamazoo, MI 49009

District Code Number: 39906

Building Code Number(s) 09913

District Contact Person: Dr. Jeff Hamlin.

District Contact Person Email Address: Jhamlin@edpartners.net

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Local Public Health Department: Kalamazoo Health and Community Services

Local Public Health Department Contact Person Email Address: James A. Rutherford, MPA. Prefer phone contact. (269) 373-5200

Name of Intermediate School District: Kalamazoo ISD

Name of Authorizing Body: Kalamazoo ISD

Date of Adoption by Board of Directors: August 11, 2020

Assurances

- The Academy will cooperate with local public health authorities if a confirmed case of COVID-19 is identified and, in particular, will collect the contact information for any close contacts of the affected individual from two days before he or she shows symptoms to the time when he or she was the last present at the Academy.

- The Academy acknowledges that it is subject to the rules governing workplace safety established in section 1 of Executive Order 2020-114 or any successor order, and has adopted a Workplace Preparedness Plan. A copy of this plan is attached.

- The Academy will be or is closed to in-person instruction when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.

- The Academy's sponsored inter-school, after school activities and athletics will be suspended when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.

- The Academy will comply with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.

- The Academy will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement if applicable.

- The Academy prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.

_____
President of the Board of Directors

August 11, 2020_____
Date

Introduction and Overview

- Provide an introduction as an opportunity to introduce the reader to your school community and efforts to date that you have taken to ensure continued student learning during the COVID-

Academy Narrative:

At Youth Advancement Academy (YAA), we are working tirelessly to prepare for the upcoming year. Our number one priorities have been the health and safety of our students and staff and providing quality instruction during these trying times. YAA has taken a proactive approach to the COVID-19 pandemic, not losing even one day of instruction when school buildings were ordered to close to students back in March 2020. Our building has been completely sanitized multiple times since then, and we continue to do that on a regular basis. Our mission is to provide "quality education through ability-based instruction in a safe and caring environment." The safety factor of this statement is one of the academy's Core Beliefs, and has never been more critical. We take this responsibility very seriously. Having large classrooms and a small student population makes it easier for us to arrange classrooms for social distancing, while still providing every student exactly what they need educationally. Cleaning plans and schedules are being made. Tools for student safety in the classroom, hallway, restrooms are being ordered and staff training is being scheduled. Another of our core beliefs is that "Teachers must be dedicated to the success of each student," and that includes being aware of the environmental safety protocols being put into place.

Plan for Operating during Phases 1, 2 or 3 of the Michigan Safe Start Plan

Phase 1, 2, or 3 Safety Protocols

- All protocols included on page 15 of the Roadmap are **"Required."** This includes the closure of school building for in-person instruction and to anyone other than: 1) district employees or contractors necessary to conduct minimum basic school operations, 2) food service workers preparing food for distribution to students or their families, and 3) licensed child-care providers and the families they serve. It also includes the suspension of all athletics and busing operations, if applicable.
- Identify whether the Academy will be used by licensed child care providers and if so, under what conditions.
- Outline the extent to which school employees and contractors will be physically present in the school building for the purposes of conducting basic school operations, include remote live instruction, as determined by school administrators.
- Describe plans to ensure continued food distribution to eligible students.
- While the school is closed for in-person instruction, describe the cleaning protocols that will be adjusted to ensure the school building remains functional.
- If applicable, provide an assurance that states that all busing operations will be suspended.

Academy Narrative:

In case of Phase 1, 2, or 3, the school building will be closed for in-person instruction, and to anyone other than: 1) district employees or contractors necessary to conduct minimum basic school operations, 2) food service workers preparing food for distribution to students or their families, 3) All student activities and sports are suspended until phase 5

The Academy will not be used by licensed child care providers under these phases.

All students use either public or private transportation,

School employees will be physically present in the building as needed for the purpose of conducting instruction and basic school operations. The Principal and Staff will be in the building, in their separate spaces and maintaining appropriate social distancing to continue to the business operations of the school. The Teachers will be in their respective classrooms in order to maintain social distance, and will provide remote live instruction and feedback to the students. Paraprofessionals will also be assigned to a classroom, to grade work, answer student questions, work with groups of students remotely, and perform other tasks assigned by the Teacher. There will be no more than two people in a classroom at one time, and they will observe social distancing guidelines of at least 6 feet at all times.

For food distribution to eligible students, Bus Drivers will come to the school to pick up meals and work for students. Social distancing protocols will be observed. Bus Drivers will wear masks on their routes, and they will deliver the food packages and work to students twice a week and pick up any student work if needed. The Drivers will return to the building to drop off work and extra meals in the gym. The Principal and Staff will gather the returned materials and treat them according to current protocols before distributing to the Teachers (i.e. wipe/spray down package, hold for 2 days before opening, allow to sit for 2 days).

Cleaning protocols will follow the current requirements for these phases. At the end of each run, each bus will also be sanitized using approved products.

Phase 1, 2, or 3 Mental & Social-Emotional Health

- All protocols included on page 16 of the Roadmap are **"Strongly Recommended."** Using these protocols as a guide, describe how the Academy will provide mental and social-emotional health services for students.
- Specifically identify which protocols on page 16 that are identified as **"Strongly Recommended"** that the Academy will not implement.

Academy Narrative:

The Academy has or will implement all **"Strongly Recommended"** protocols of the Roadmap, beginning with mental health screening for all students using the SRSS – Student Risk Screening Scale (Drummond, 1994).

The Academy has/will:

-Establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams.

-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, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and trauma.

-Establish a comprehensive crisis management plan utilizes internal and external/community-based resources available to both staff and students.

-Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.

-Provide resources for staff self-care, including resiliency strategies.

Phase 1, 2, or 3 Instruction

- All protocols included on pages 17-18 of the Roadmap are **"Strongly Recommended."**
- Describe the alternative modes of instruction that will be used while in-person instruction is suspended. Reflect upon the challenges and successes of implementing your Continuity of Learning and COVID-19 Response Plan, incorporate feedback from your school community, and outline in detail how you will ensure continued student learning. Specifically include a summary of materials each student and the student's parents or guardians will need to meaningfully access the alternative modes of instruction.
- Describe how the Academy will strive in good faith and to the extent practicable, based on available resources, technology, curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities consistent with their individualized education plans, including the provision of auxiliary services.
- Use the protocols listed on pages 17-18 of the Roadmap, as well as other best practices, as a guide in outlining and highlighting your plan for remote instruction.
- Specifically identify which protocols on pages 17-18 that are identified as **"Strongly Recommended"** that the Academy will not implement.

Academy Narrative:

Instruction will be provided in an online format while in-person instruction is suspended. Community feedback has been used to provide appropriate training and tools to better implement the COL and COVID-19 Response Plan. Staff has and will continue to receive extensive training on using the technology tools of online learning, including live instruction. Students struggled without access to a device last year, so each student in grades 8-12 will receive a Chromebook. Students and teachers will receive training on how to best use these tools. Licenses are being purchased to allow teachers to control the devices, limit student access, and push assignments out to all computers. Teachers will be able to provide live video feed of classroom instruction, message students, answer individual questions, provide work and even open and close tabs on the students' computers. All students will receive math books, reading and writing books, and access to virtual resources for science, social studies, reading, and math. Teachers and students will receive training on all of these resources. Students will also receive planners or organization

folders to keep track of their work. Parents will need to have some access to the Internet to best support their student's work. However, the Academy also has teacher-dedicated phone numbers so that teachers and students can discuss instruction on the phone, students can listen to a lesson that is being taught online, and interact. Additionally packets can be sent out to students without internet access that mirror lessons being taught online. The Academy will strive to provide equal access to any alternative modes of instruction to students with disabilities consistent with their individualized education plans, including the provision of auxiliary services by providing a phone line directly to the Special Education and Auxiliary Services Teachers, access to a Chromebook, and access to multiple virtual resources, including a phone link to all synchronous online instruction.

The Academy has/will:

-Ensure that these remote learning plans are revised based on feedback and input from school leaders, educators, families, and students, and will be distributed to all involved stakeholders in their home language, and will create opportunities for ongoing feedback.

-Activate our remote learning program at scale to deliver standards-aligned curricula and high-quality instructional materials, as well as integrate learning and best practices that promote student engagement, consistency, and differentiation. MDE has been consulted for high-quality digital resources.

-Assess every student in grades pre-K-8 during the first few weeks of school, using NWEA's Measure of Academic Progress (MAP).

-Review students' IEPs, IFSPs, and 504 Plans in coordination with general and special education teachers to reflect the child's needs based on assessment data and parent feedback, and design accommodations and match services accordingly VIA online intervention and support services. Plans include established structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs.

-Conduct checkpoints with school leaders around curriculum and instruction and ongoing monitoring of student progress, specifically honing in on the progress of students in need of additional support.

-Remain connected with MDE about policies and guidance.

-Develop a continuation of services plan for each student needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Communication & Family Supports:

The Academy has/will:

-Implement any additional communication systems needed to reach every family and student in their home language through multiple modes to share expectations around the duration of the closure and reopening, decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time and estimated workload, supports and resources for families to use at home, and training on accessing and using the school's digital systems and tools.

Professional Learning:

The Academy has/will:

-Continue to provide professional learning and training through virtual modes for educators to offer restorative supports for teachers and learning around equity and implicit bias, social learning, and culturally responsive education; share knowledge, continuously learn, and exchange ideas, successes and failures around remote learning; share information and data about students' assessment results, progress, and completed assignments; learn how to use the school's digital systems and tools appropriately and sustainably; and build capacity around high-quality remote learning.

-Utilize structures such as professional learning communities for educators to collaborate on prototypes for a week's worth of instruction to establish consistency and an appropriate workload.

Monitoring:

The Academy has/will:

-Activate plans to monitor and assess connectivity and access, attendance and student work.

The only **"Strongly Recommended"** protocol of the Roadmap that the Academy will not secure is supports for students transitioning to postsecondary, as this is a K-8 Public School Academy.

Phase 1, 2, or 3 Operations

- All protocols included on pages 19-20 of the Roadmap are **"Strongly Recommended."** Using these protocols as a guide, describe how the Academy will manage operations and technology.
- Specifically highlight the level of access to digital devices your students and families have, how you know this information, and how you will ensure equitable access to learning, as needed, through the use of technology.
- Describe the specific ways staff will be redeployed to meet the needs of the Plan.
- Specifically identify which protocols on pages 19-20 that are identified as **"Strongly Recommended"** that the Academy will not implement.

Academy Narrative:

Facilities:

While the Academy is closed for in-person instruction, the Academy has/will:

-Audit necessary materials and supply chain for cleaning and disinfection supplies.

-Continue to maintain schools in good working order to prepare for the subsequent return of students.

-Execute school cleaning and disinfection protocols by the custodial staff according to the CDC School Decision Tree.

-Custodial staff are recommended to wear surgical masks when performing cleaning duties.

-Created a contingency plan to coordinate the use of school buildings for essential actions including elections, food distribution, and child care, particularly for essential workers.

-Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies, as well as advocate for ISDs to coordinate with LEMPs.

Technology:

The Academy surveyed families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning, conducted during May/June 2020. The results of this survey led to the purchase of Chromebooks and managing licenses for the school. Each student in grades 8-12 will be assigned a Chromebook. Staff have been issued unique phone numbers through Verizon One Talk, and are available to students who have questions or need instruction in a manner outside of online instruction. Some students have limited access to the Internet, and this allows them to still connect with the teachers to receive the direct instruction available to other students. Instruction will be delivered via web live streaming, online instruction programs, exchange of student work via email and drop boxes, small and whole group instruction, one on one exchanges, posting of student assignments and feed back in student individual drop boxes, virtual field trips.

The Academy has/will:

-Designated a single point of contact in the school to plan and communicate with the Management Company's technology team.

-Developed a technology plan that includes guidance for the staff. Training and support for educators to adapt to remote learning for the classroom has already been conducted and more is scheduled for the month of August and throughout the school year through the local ISD.

-Identified a device and general technology support lead for the school.

-Assigned a technology process leader to key efforts and published their contact information on the district intranet.

-Developed procedures for return and inventory of district-owned devices as a part of a return to school technology plan.

-Selected Spiceworks as an asset tracking tool.

-Selected WTA Consulting to assist with processing, returning, and maintaining devices, develop on-site triage of staff and student devices to minimize the time that staff may be without a device, prepare the Infrastructure Evaluation process, and ensure that every WiFi access point and wired network device is tested.

- Developed a technology support plan for families.

-Will continue to monitor device usage and compliance with online learning programs.

-Will provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.

-Ensure that students can submit assignments and be evaluated accordingly.

-Scheduled ongoing staff training on platforms and tools through the local ISD.

-Reviewed and will update relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.

-Will ensure that every student has access to the appropriate technology and connectivity needed to continue learning.

Budget, Food Service, Enrollment, and Staffing:

The Academy has/will:

-Based on instructional programming, provide instructional resources and materials to staff and students as feasible.

Plan for Operating during Phase 4 of the Michigan Safe Start Plan

Phase 4 Safety Protocols

- To the extent that the Academy will offer in-person instruction during Phase 4 of the Michigan Safe Start Plan, describe how the Academy will ensure compliance with the Personal Protective Equipment protocols identified as **"Required"** on page 22 of the Roadmap, including when and where staff and students are required to wear facial coverings. Identify exceptions to this requirement for staff and students who cannot medically tolerate a facial covering by using the strong recommendations on page 28 of the Roadmap, as well as describing how the Academy will address staff or students who do not comply with these requirements.
- To the extent that the Academy will offer in-person instruction during Phase 4 of the Michigan Safe Start Plan, describe how the Academy will ensure compliance with the Hygiene protocols identified as **"Required"** on page 22 of the Roadmap, including adequate supplies of soap, hand sanitizer, paper towels, tissues, signs and the teaching/reinforcing of hygienic behaviors.
- Describe the COVID-19 screening and reporting protocols for students and staff, including the reporting of any positive cases to the local public health authority.
- While schools are not required to implement the protocols on pages 23-24 with respect to Spacing, Movement and Access, if the Academy decides to offer in-person instruction, describe which, if any, practices the Academy will implement.
- Describe the Academy's plans to ensure compliance with Food Service, Gathering, and Extracurricular Activities protocols identified as **"Required"** on page 26.
- Describe the Academy's plans to ensure compliance with Athletic and Cleaning protocols identified as **"Required"** on page 27.
- Describe how the Academy will comply with each of the Transportation protocols identified as **"Required"** protocols on page 28.

Academy Narrative:

The Academy will offer 3 instructional options to students and parents. The first is a continuation of virtual instruction, second is a hybrid approach where students would attend classes 2 days a week and do virtual instruction 3 days a week, the third option is full in class instruction 5 days a week. During this time all students and staff will be screened each day including temperature checks. The daily use of the following **Personal Protection Equipment (PPE)** to be worn by our students and staff in order to mitigate a surge of Covid-19 at the building level. As a result, we are committed to implementing the following policies, procedures, and guidelines in place to ensure the safety of all of our students, staff, and community during the 2020-21 school year.

During School Hours:

-All staff is required to wear a face covering at all times, except when eating meals.

-Any staff or student that cannot medically tolerate a facial covering, is incapacitated or is unable to remove the facial covering without assistance will not wear a facial covering.

-Homemade facial coverings worn by students and staff must be washed daily.

-Disposable facial coverings must be disposed of at the end of each day.

-All student desks will have a work space protected by a clear plastic shield for students to work behind.

Transportation:

-The Academy does not utilize a student transportation system. All student utilize public or private transportation

Hallways & Common Areas:

-Facial coverings will always be worn by all students and adults in our hallways and common areas, except during meals. Student will enter and exit the building via individual classroom doors.

Classrooms:

-All students in **grades 8-12** must wear a facial covering in their classrooms and throughout the building.

-All students working at their desk will utilize their shielded desk barriers.

Hygiene:

-Provide adequate supplies to support healthy hygiene behaviors, teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

-Educate staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues are to be thrown in the trash and hands washed immediately using proper hand hygiene techniques.

-Students should wash their hands or use hand sanitizer after changing any classroom; teachers in the classroom should wash their hands or use sanitizer every time a new group of students enters their room.

Spacing, Movement, and Access:

The Academy will:

-Students will use their outside classroom doors for exiting and entering the building eliminating the contact problems in the hallways.

-Space desks six feet apart in classrooms, where desks are utilized.

-Space students as far apart as feasible in classrooms where large tables are utilized.

-Arrange all desks facing the same direction toward the front of the room, as feasible.

-Provide all student desks with a shielded desk barrier as an added layer of protection.

-Teachers will maintain six feet of spacing between themselves and students as much as possible.

-Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.

-Post signage to indicate proper social distancing.

-Use floor tape or other markers are being used at six-foot intervals where line formation will be anticipated.

-Provide social distancing floor/seating markings in waiting and reception areas.

-Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.

-Adult guests entering the building will be screened for symptoms, wear a face covering, and wash/sanitize hands prior to entering. Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building.

-If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations will be made for students will allergy-induced asthma.

-As able and appropriate, we will try to cohort groups of students to isolated hallways or areas that can be monitored.

-As able, "specials" will be brought to the classrooms instead of having students move to different locations.

-Implement a staggered school schedule that incorporates alternative dates of attendance and/or use of virtual teaching. The Academy will partner with community organizations to identify safe spaces where children can engage virtually.

-Strong efforts will be made to keep six feet of distance between people in the hallways. -Staggered movements at incremental intervals will be used to minimize the number of persons in the hallways.

-Staff will monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.

-When possible, physical education will be held outside and social distancing of six feet will be practiced.

-If possible, flow of foot traffic will be directed in only one direction, otherwise hallways will be divided with either side following the same direction.

-Entrances and exits will be kept separate to keep traffic moving in a single direction.

Screening Students and Staff:

The Academy has/will:

-Cooperate with the local public health department regarding implementing protocols for screening students and staff.

-Identify and designate a quarantine area and a staff person to care for students who become ill at school.

-Students who become ill with symptoms of COVID-19 will be placed in the Art room, an identified quarantine area, with a surgical mask in place until they can be picked up. Identified school staff caring for these children will wear a surgical mask.

-Symptomatic students sent home from school will be kept home until they have tested negative or have completely recovered according to CDC guidelines.

-Staff will conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

-A monitoring form for screening employees has been developed.

-Families will be encouraged to check their child's temperature at home every morning, and students with a temperature of 100.4 or greater should stay home.

-Families will be encouraged to monitor their children for symptoms of COVID-19.

Testing Protocols for Students and Staff Responding to Positive Cases:

The Academy has/will:

-Cooperate with local public health department regarding implementing protocols for screening students and staff and has created a form for record-keeping.

-Ensure that students who develop a fever or become ill with COVID-19 symptoms at school wear a mask and be transported by their parent or guardian for off-site testing.

-Ensure that staff who develop a fever or become ill with COVID-19 symptoms at school wear a mask and be transported for off-site testing.

-Send home symptomatic students and staff until they have been tested negative for COVID-19, or have been released from isolation according to CDC guidelines.

-Notify families of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.

-In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contact so that they can be quarantined for 14 days at home.

-Parents and guardians will be encouraged to check students' temperature at home every morning. Students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.

-Parents and guardians will be encouraged to monitor for the symptoms of COVID-19, and keep the student at home if they exhibit any unexplained symptoms and to follow up with their primary care provider.

Responding to Positive Tests among Staff and Students:

The Academy has/will:

-Cooperate with the local health department if a confirmed case of COVID-19 is identified, and will collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.

-Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the ADA and other applicable federal and state privacy laws.

-Ensure that employees with a confirmed case of COVID-19 only return to the workplace after they are no longer infectious, using CDC guidelines.

-Ensure that cleaning staff wear a surgical mask, gloves, and a face shield when performing cleaning of those areas.

-If possible, close smaller areas such as individual classrooms for 24 hours before cleaning to minimize the risk of any airborne particles.

Food Service, Gathering, and Extracurricular Activities:

The Academy has/will:

-Prohibit indoor assemblies that bring together students from more than one classroom.

-Use classrooms for students to eat meals at school.

-If the cafeteria must be used, meal times will be staggered to create seating arrangements with six feet of distance between students, serving and cafeteria staff will use barrier protection including gloves, face shields, and surgical masks, and students, teachers, and food service staff will wash hands before and after every meal.

-Students, teachers, and staff will wash hands before and after every event.

-Suspend large scale assemblies of more than 50 students.

-Suspend off-site field trips that require bus transportation to an indoor location.

-Conduct recess outside whenever possible with appropriate social distancing of students.
-School supplied meals will be delivered to classrooms with disposable utensils.

-If possible, assemblies and other school-sanctioned events will be telecast.

-Extracurricular activities may be continued with the use of facial coverings.

Athletics:

The Academy has suspended all athletics during phase 4.

Cleaning:

The Academy is requiring the following **Cleaning Practices** in order to mitigate a surge of Covid-19 at the building level. As a result we are committed to implementing the following policies, procedures, and guidelines in place to ensure the safety of all of our students, staff, and community during the 2020-21 school year.

District & Building Custodians:

-All 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.

-All hands- on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.

-Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution before and after lunch, and at the end of the day. All rooms are self-contained.

-The playground structures must continue to undergo normal routine cleaning, but using an EPA- approved disinfectant is unnecessary.

-Custodians must 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 uses products.

-Custodial staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.

Phase 4 Mental & Social-Emotional Health (Strongly Recommended)

> - All protocols included on page 29 of the Roadmap are **"Strongly Recommended."** Using these protocols as a guide, describe how the Academy will provide mental and social-emotional health services for students.
> - Specifically identify which protocols on page 29 of the Roadmap, all of which are identified as **"Strongly Recommended"** that the Academy will not implement.

Academy Narrative:

Mental and Social-Emotional Health:

The Academy has/will:

-Implement mental health screening for all students using the SRSS – Student Risk Screening Scale (Drummond, 1994), as an evidence based form of student assessment. This screening will be compliant with HIPAA and FERPA policies. Screening instructions will be offered verbally to younger students and will provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.

-Establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams.

-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, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.

-Identify building principal as point person to centralize mental health referrals, communications to families/students, and public-facing wellness materials.

-Establish a comprehensive crisis management plan that refers available internal and external/community-based resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.

-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.

- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.

-Provide resources for staff self-care, including resiliency strategies.

-Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.

-Optimize MDE resources for student and staff mental health and wellness support.

-Make available communication channels for school stakeholders to address mental health concerns resulting form COVID-19.

-Communicate with parents and guardians, via a variety of channels, return to school transition information including: stigmatization 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.

The Academy will implement all **"Strongly Recommended"** protocols of this section of the Roadmap.

Phase 4 Instruction

- All protocols included on pages 30-32 of the Roadmap are **"Strongly Recommended."**
- Outline the Academy's plan to deliver instruction during Phase 4 of the Michigan Safe Start Plan. Begin by specifying the options available to students and families. Consider describing the results of surveys or other methods to solicit feedback from families as a basis for developing these options. Include whether the Academy will offer in-person instruction, remote learning options, hybrid approaches, and/or rotating in-person schedules.
- When a district provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education plans. If the Academy will use any form of remote or hybrid learning models during Phase 4 of the Michigan Safe Start Plan, describe the Academy's plans to ensure students with disabilities receive equitable services and in compliance with their individualized education programs, including the provision of auxiliary services.
- Using the protocols outlined on pages 30-32 as a guide, and incorporating other best practices, address each of the following sub-sections: Governance; Instruction; Communications and Family Supports; and Professional Learning. As all of the protocols in this section are identified as **"Strongly Recommended,"** list any that the Academy will not implement.

Academy Narrative:

The Academy has been in contact with families and staff over the summer through virtual meetings, phone calls, mail, and e-mail. Many parents have expressed a desire to have their child continue working from home until the risk of infection is negligible. Due to the popularity of this option and the reluctance of many parents to send their children back to school in the fall, the Academy consulted with the local ISD Pupil Accounting Auditor to see if we qualify to offer Distance Learning to our students. Since we do, a plan was put together to offer families three options. 1. The option of returning to school 100% online this upcoming year. 2. Families can also choose to have their students attend a hybrid program where students attend classes on a rotating schedule, learning remotely from home on alternate days. 3. Students can attend 100%

in class instruction. These options allow parents to choose an instructional program that they feel most comfortable with. All students grades 8-12will be assigned a Chromebook to make distance learning, or the hybrid option more effective. Training has been planned for staff, students, and families to make the most of this new tool.

Families of student with disabilities can also choose the model they feel is most effective for their child. When learning remotely, students will have access to their special education teacher and auxiliary services providers through Zoom or phone contact. Feedback from staff, students, and families will be critical in assuring that all students receive equitable services according to their IEPs. Classroom teachers will also have phones available to talk with students, answer questions, or modify work, exchange and grade student work and provide feedback to students. Additionally, teachers, parents and students will be able to send each other messages through the Chromebooks.

Governance:

The Academy has created a Return to Instruction and Learning working group to: gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups/conversations, revise the learning plan to incorporate feedback and input from stakeholders to improve its effectiveness, and will share the remote learning plan with all involved stakeholders in case of a return to remote learning.

Instruction:

The Academy has/will:

-Activate hybrid learning program to deliver both virtual and in class instruction. Both virtual and in class instruction will utilize standards-aligned curricula and high-quality instructional materials. Best practices will be integrated to promote student engagement, consistency, and differentiation. MDE has been and will continue to be consulted for high-quality digital resources.

-Make expectations clear to school leaders and teachers around hybrid or remote instruction that include best practices for blended or remote learning; grade-level proficiencies; modes of student assessment and feedback; differentiated support for students; inclusion of social-emotional learning; and guidance around daily instructional time and workload per different grade bands to ensure consistency for students.

-Set an instructional vision that ensures that every student starts the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject; every students will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics; and every student's

academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.

-Implement grade-level curriculum that is aligned to the Michigan Common Core standards and allows teachers to identify the major themes of the grade in order to focus, prioritize, and accelerate instruction.

-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. Commence intervention and support services so that plans include all programs and learning environments, especially special education. Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Student needs around accessibility will be considered, and assistive technologies will be provided where possible.

-Remain connected with MDE about policies and guidance.

-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.

-Ensure that every student has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning.

-Conduct checkpoints with staff and school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.

-Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.

-Conduct a review of each student's IEP in partnership with teachers and parents to reflect on each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed to students.

-Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.

-Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.

-Determine and activate structure outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.

-Communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.

-For our hybrid and virtual models monitor and assess connectivity and access, attendance, and student work.

Communications and Family Supports:

The Academy has/will:

-Implement any additional communication systems needed to reach every family and student in their home language through multiple modes to share expectations around their child's return to school; clear information about schedules and configurations (while in hybrid mode).

-Provide resources that demonstrate that the school values parents as partners in their child's education. Offer family supports that provide families with training about how to access and use the school's chosen digital systems and tools; supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child; opportunities to build their digital literacy; and strategies to support their child's learning at home.

Professional Learning:

The Academy has/will:
-Provide adequate time for educators to engage in curriculum planning and documentation to ensure stability of instruction; identify students who did not engage in remote learning and develop a plan to provide additional supports if needed. Identify students who potentially need additional support.

-Implement a plan for professional learning and training with goals to offer restorative supports for teachers. Designed around learning, equity, implicit bias, social-emotional learning, and culturally responsive education.

The Academy will implement all **"Strongly Recommended"** protocols of this section of the Roadmap

Phase 4 Operations

- All protocols included on pages 33-36 of the Roadmap are **"Strongly Recommended."** Using these protocols as a guide, describe how the Academy will effectively manage each of the following: Facilities; Budget, Food Service, Enrollment and Staff; Technology; and Transportation.
- Specifically highlight the level of access to digital devices the Academy's students and their families have, how the Academy has collected this information, and how the Academy will ensure equitable access to learning, as needed, through the use of technology.
- Address operational plans in the event that the Academy is required to close for in-person instruction, including the deployment of digital learning devices and transitioning to a fully remote learning environment.
- Specifically identify which protocols on pages 33-36 of the Roadmap, all of which are identified as **"Strongly Recommended"** that the Academy will not implement.

Academy Narrative:

The Academy conducted a survey of families to determine who had access to the Internet and devices with which to work. We found that although nearly all families had access to the Internet, many didn't have a device that could be dedicated to student work. Due to that discrepancy, the Academy has purchased Chromebooks for all students in grades 8-12so that depending on the instructional model chosen, even when working from home, students have access to the same tools and resources as students attending in-person.

These devices will be deployed to all students at the beginning of the year, and students will take them home daily. Should it become necessary to again transition to a fully remote learning environment, students will have all the tools necessary to fully engage with the grade-level objectives and content.

Facilities:

The Academy has/will:

-Audit necessary materials and supply chain for cleaning and disinfection supplies.

-Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies, while advocating for ISDs to coordinate with LEMPs.

-Audit any additional facilities that the school may have access to that could be used for learning.

-Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.

-Alert custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.

-Convene custodial and facilities staff to review and make actionable school guidance regarding cleaning and disinfection.

-Encourage school to provide advanced training for custodial staff.

-Custodial staff has/will continue deep cleaning over the summer.

-Audit the building with a focus on how many classrooms are available; the size of each classroom; additional spaces that are available; and the ventilation in each classroom.

-Audit school security protocols and implement any needed process changes.

-Security staff will follow CDC protocols if interacting with the general public.

-Maintain facilities for in-person school operations, including HVAC systems, air filter changes, distribution of hygienic products and waste receptacles, signage about hand-washing, cough etiquette, and nose blowing will be widely posted, disseminated, and encouraged, and custodial staff will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.

-School leader will conduct and document a facility walk-through with the custodial staff to ensure that the classrooms, common spaces, and the exterior are ready for staff and students before they return to the building.

-Level-1 face coverings have been procured.

-Level-1 surgical masks for cleaning and janitorial staff have been procured.

-School cleaning and disinfection protocols have been activated according to the CDC School Decision Tree. Custodial staff will wear surgical masks when performing cleaning duties.

-Facilities are being maintained for resumption of school operations.

Budget, Food Service, Enrollment, and Staffing:

The Academy has/will:

-Assess student arrival protocols, including how students arrive at and depart from school.

-Conduct staff and student outreach to understand who is coming back. This includes a breakdown for staff; a staffing plan to account for teachers and staff who are not returning or are at risk; students with preexisting conditions who may need a remote learning environment.

-Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs. Inventory how many substitute teachers are available.

-Recruit, interview, and hire new staff and provide guidance on doing this remotely if needed; consider redeploying underutilized staff to serve core needs; and identify and modify staff positions to enable high-risk staff to provide remote services.

-Communicate any student enrollment or attendance policy changes with school staff and families.

-Seek and provide guidance on use of CARES Act funding for key purchases.

-Coordinate services with related service providers in the school and community, to identify and address new student and adult needs.

-Build and send back to school communications to all relevant stakeholders and include updates across all policies and procedures. 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.

-Consult legal counsel to preemptively address liability questions, related concerns, or vender issues relative to COVID-19.

-Engage in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.

-Orient new school staff to any operational changes.

-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.

-Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology (before schools reopen for in-person instruction):

-Survey families to collect information about the numbers, types and condition of devices used in their homes to support remote learning.

-Designate principal as point of contact to plan and communicate with the technology team.

-Develop a technology plan that includes guidance for teachers. Include training and support to adapt remote learning for the classroom.

-Identify a device and/or general technology support lead.

-Assign technology process leaders to key efforts and publish their contact information on the school intranet.

-Where practical, identify a family technology liaison to support communication regarding the use of technology (possibly utilizing the Parent Teacher Team for this role).

-Develop procedures for return and inventory of school-owned devices as part of a return to school technology plan. The procedures 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.

-Utilize the asset tracking tool , and WTA Consulting to assist with processing, returning, and maintaining devices, develop an on-site triage of staff and student devices to minimize the time that staff may be without a device, and prepare the Infrastructure Evaluation process by testing every WiFi access point and wired network device.

-Develop a technology support plan for families.

Technology (if schools are instructed to close for in-person instruction):

-Deploy digital learning devices (Chromebooks) and move to virtual learning.

-Communicate consistent procedures for return and inventory of school owned devices as a part of a return to school technology plan, including safely begged 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.

-Ensure that school and community access points and wired network devices are functional.

Technology (when schools reopen for in-person instruction):

-Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.

-Compile technology-facing lessons learned for inclusion in the school's updated remote learning plan.

-Review issue tracking and inventory results frequently as a way of understanding the quality of progress of technology processes in our building.

-Continue infrastructure evaluations until all issues are resolved.

-Identify chronic technology issues that arise during the school closure period and use them to begin the development of a long-term technology maintenance plan.

Transportation (before schools reopen for in-person instruction):

The academy does not utilize student bussing. All students utilize public or private transportation.

Transportation (if schools are instructed to close for in-person instruction):

The academy does not utilize student bussing. All students utilize public or private transportation.

The Academy will implement all **"Strongly Recommended"** protocols of this section of the Roadmap

Plan for Operating during Phase 5 of the Michigan Safe Start Plan

Phase 5 Safety Protocols

- All of the protocols listed on pages 38-44 of the Roadmap are listed as either **"Strongly Recommended"** or **"Recommended."** Using these protocols as a guide, and incorporating other best practices, describe the Academy's plans during Phase 5 of the Michigan Safe Start Plan for each of the following areas: Personal Protective Equipment; Hygiene; Spacing, Movement and Access; Screening Students, Staff, and Guests; Testing Protocols for Students and Staff and Responding to Positive Cases; and Responding to Positive Tests Among Staff and Students; Food Service, Gatherings, and Extracurricular Activities; Athletics; Cleaning; Busing and Student Transportation; and Medically Vulnerable Students and Staff.
- Highlight specific examples of how the Academy's Plan for Operating during Phase 5 of the Michigan Safe Start Plan is different from its Plan for Operating during Phase 4 of the Michigan Safe Start Plan.

> • Specifically identify which protocols on pages 38-44 that are identified as **"Strongly Recommended"** that the Academy <u>will not implement.</u>

Academy Narrative:

Once the Academy's region reaches Phase 5, families will have the option to choose which of the three models of instruction best meets the needs of their family. 1. Continue with virtual learning. 2. Hybrid model that utilizes the combination of in class and virtual instruction. 3. In class instruction 5 days a week. We will implement many of the same procedures as in Phase 4, and our large classrooms and smaller class sizes will allow us to do so without compromising safety or violating social distancing recommendations. Desk shields have been procured and will be utilized in this phase to ensure that student safety is maximized. All **"Strongly Recommended"** protocols in this section of the Roadmap will be implemented by the Academy.

During School Hours:

-All staff is required to wear a face covering at all times, except when eating meals.

-Any staff that cannot medically tolerate a facial covering, is incapacitated or is unable to remove the facial covering without assistance will not wear a facial covering.

-Homemade facial coverings worn by students and staff <u>must</u> be washed daily.

-Disposable facial coverings must be disposed of at the end of each day.

Transportation:

The academy does not utilize student bussing. All students utilize public or private transportation.

Hallways & Common Areas:

- When possible students will continue to utilize classroom exits the provide direct access to the outside to avoid unnecessary contact with other students.

-Facial coverings will always be worn by all students and adults in our hallways and common areas, except during meals.

Classrooms:

-All students in **grades 8-12** must wear a facial covering in their classrooms and throughout the building.

Hygiene:

-Provide adequate supplies and instruction to support healthy hygiene behaviors, teach and reinforce hand washing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

-Educate staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues are to be thrown in the trash and hands washed immediately using proper hand hygiene techniques.

-Students should wash their hands or use hand sanitizer after changing any classroom; teachers in the classroom should wash their hands or use sanitizer every time a new group of students enters their room.

-Systematically and frequently check and refill soap and hand sanitizers.

-Students and teachers should have scheduled hand washing with soap and water every 2-3 hours.

-Limit sharing of personal items and supplies such as writing utensils.

-Keep students' personal items separate and in individually labeled cubbies.

-Limit use of classroom materials to small groups and disinfect between uses or provide adequate supplies to assign for individual student use.

-Procure portable hand sanitizing stations to set up throughout school.

Spacing, Movement, and Access:

The Academy will:

-Students will utilize classroom exits to the outside whenever possible to avoid undue exposure to other students and staff.

-Space desks six feet apart in classrooms, where desks are utilized and space students as far apart as feasible in classrooms where large tables are utilized. Student desk shields have been procured for use at this stage when all students return to the building for 5-day in-person instruction.

-Arrange all desks facing the same direction toward the front of the room, as feasible.

-Teachers will maintain six feet of spacing between themselves and students as much as possible.

-Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.

-Post signage to indicate proper social distancing, including use of floor tape or other markers are being used at six-foot intervals where line formation will be anticipated, provide social distancing floor/seating markings in waiting and reception areas, and post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.

-If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations will be made for students will allergy-induced asthma.

-As able, we will try to cohort groups of students to isolated hallways or areas that can be monitored.

-As able, "specials" will be brought to the classrooms instead of having students move to different locations.

-Flow of foot traffic will be directed in only one direction or hallways will be divided with either side following the same direction..

-Efforts will be made to keep six feet of distance between people in the hallways.

-Staff will monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.

Screening Students and Staff:

The Academy has/will:

-Identify and designate a quarantine area and a staff person to care for students who become ill at school.

-Students who become ill with symptoms of COVID-19 will be placed in the Art room, an identified quarantine area, with a surgical mask in place until they can be picked up. Identified school staff caring for these children will wear a surgical mask.

-Symptomatic students sent home from school will be kept home until they have tested negative or have completely recovered according to CDC guidelines.

-Staff will conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

-Strict records should be kept of non-school employees or other visitors entering and exiting the building.

-A monitoring form for screening employees has been developed.

-Staff will conduct daily self-examinations and stay home if they have a temperature of 100.4 or greater.

-Any parents or guardians entering the building should wash or sanitize hands prior to entry.

-Per state guidelines Parents or guardians are not allowed in the school building except under extenuating circumstances as determined by school officials. Only one parent or guardian per child should be allowed to enter except under extenuating circumstances as determined by school officials.

-Parents or guardians are encouraged to check their children's temperature at home every morning, and keep their children at home if they have a temperature of 100.4 or greater, and consider coronavirus testing if no other explanation is available.

-Parents or guardians are encouraged to ask their children or monitor for symptoms of COVID-19. Any positives should prompt parents or guardians to keep the student home from school.

-Entrances and exits should be kept separate to keep traffic moving in a single direction.

Testing Protocols for Students and Staff Responding to Positive Cases:

The Academy has/will:

-Ensure that students who develop a fever or become ill with COVID-19 symptoms at school wear a mask, remain isolated and be transported by their parent or guardian for off-site testing.

-Ensure that staff who develop a fever or become ill with COVID-19 symptoms at school wear a mask and be transported for off-site testing.

-Send home symptomatic students and staff until they have been tested negative for COVID-19, or have been released from isolation according to CDC guidelines.

-Notify families of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.

-In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contact so that they can be quarantined for 14 days at home.

-Parents and guardians will be encouraged to check students' temperature at home every morning. Students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.

-Parents and guardians will be encouraged to monitor for the symptoms of COVID-19, and keep the student at home if they exhibit any unexplained symptoms and to follow up with their primary care provider.
Responding to Positive Tests among Staff and Students:

The Academy has/will:

-Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the ADA and other applicable federal and state privacy laws.

-Ensure that employees with a confirmed case of COVID-19 only return to the workplace after they are no longer infectious, using CDC guidelines.

-Ensure that cleaning staff wear a surgical mask, gloves, and a face shield when performing cleaning of those areas.

-If possible, close smaller areas such as individual classrooms for 24 hours before cleaning to minimize the risk of any airborne particles.

Food Service, Gathering, and Extracurricular Activities:

The Academy has/will:

-Serving and cafeteria staff will use barrier protection including gloves, face shields, and surgical masks.

-Students, teachers, and cafeteria staff wash hands before and after every meal.

-All gatherings, including those that occur outdoors will comply with current and future executive orders that set caps on congregations of people.

-If field trips occur, they should comply with transportation guidelines within this document, including mandatory facial covering.

-Use classrooms for students to eat meals at school.

-If the cafeteria must be used, meal times will be staggered to create seating arrangements with six feet of distance between students.

-If possible, school supplied meals will be delivered to classrooms with disposable utensils.

-Students, teachers, and staff will wash hands before and after every event.

-Telecast assemblies and other school sanctioned events if able.

-Extracurricular activities may be continued with the use of facial coverings.

Athletics:

The Academy has suspended all athletics during Phase 5, as well.

Cleaning:

The Academy is requiring the following **Cleaning Practices** in order to mitigate a surge of Covid-19 at the building level. As a result we are committed to implementing the following policies, procedures, and guidelines in place to ensure the safety of all of our students, staff, and community during the 2020-21 school year.

District & Building Custodians:

-All 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.

-All hands- on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.

-Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution before and after lunch, and at the end of the day. All rooms are self-contained.

-The playground structures should continue to undergo normal routine cleaning, but using an EPA- approved disinfectant is unnecessary.

-Custodians <u>must</u> 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 uses products.

-Custodial staff <u>must</u> wear gloves, surgical mask, and face shield when performing all cleaning activities.

Busing and Student Transportation:

The academy does not utilize student bussing. All students utilize public or private transportation.

Medically Vulnerable Students and Staff:

The Academy has/will:

-Systematically review all current plans for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.

-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.

-Staff caring for children and provident any medical care that include aerosol generating procedures (e.g., nebulizers) should have N95 masks on at the time of delivery.

-Enable staff who are high-risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if absolutely necessary and if possible.

The Academy will implement all **"Strongly Recommended"** protocols of the Roadmap.

Phase 5 Mental & Social-Emotional Health

> • All protocols included on page 45 of the Roadmap are identified as **"Recommended."** Using these protocols as a guide, describe to what extent the Academy will provide on-going mental and social-emotional health services for students.

Academy Narrative:

Mental and Social-Emotional Health (before schools reopen for in-person instruction):

The Academy has/will:

-Implement mental health screening for all students using the SRSS – Student Risk Screening Scale (Drummond, 1994), as an evidence based form of student assessment. This screening will be compliant with HIPAA and FERPA policies. Screening instructions will be offered verbally

to younger students and will provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.

-Establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams.

-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, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.

-Identify a point person to centralize mental health referrals, communications to families/students, and public-facing wellness materials.

-Establish a comprehensive crisis management plan that leverages available internal and external/community-based resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.

-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.

- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.

-Provide resources for staff self-care, including resiliency strategies.

-Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.

-Leverage MDE resources for student and staff mental health and wellness support.

-Activate communication channels for school stakeholders to address mental health concerns resulting form COVID-19.

-Communicate with parents and guardians, via a variety of channels, return to school transition information including: stigmatization 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.

Phase 5 Instruction

> - All of the protocols included on pages 46-48 of the Roadmap are identified as **"Recommended."** Outline the Academy's plan to deliver instruction during Phase 5 of the Michigan Safe Start Plan and how that plan is different during Phase 4 of the Michigan Safe Start Plan.
> - Using the protocols outlined on pages 46-48 as a guide, and incorporating other best practices, address each of the following sub-sections: Governance; Instruction; Communications and Family Supports; and Professional Learning, with particular emphasis on any differences from the Academy's plans during Phase 4 of the Michigan Safe Start Plan.

Academy Narrative:

The Academy will welcome all students back to 5-day in-person instruction once the region reaches Phase 5. Students whose families selected 100% online instruction may continue with their distance learning for the remainder of that semester. There will no longer be a rotating schedule where students engage in virtual learning from home part-time. Students will either be 100% in-person learners, or 100% distance learners.

Before school reopens for in-person instruction:

Governance:
The Academy has created a Return to Instruction and Learning working to: gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups/conversations.

Instruction:
The Academy has/will:

-Set an instructional vision that ensures that every student starts the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject; every students will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics; and every student's academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.

-Implement grade-level curricula that is aligned to Michigan preK-12 students and support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.

-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. Commence intervention and support services so that plans include all programs and learning environments, especially special education. Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Student needs around accessibility will be considered, and assistive technologies will be provided where possible.

-Inventory all intervention programs and services available to students on the ISD and school level and identify any gaps.

-Remain connected with MDE about policies and guidance.

Communications and Family Supports:

The Academy has/will:

-Implement any additional communication systems needed to reach every family and student in their home language through multiple modes to share expectations around their child's return to school.

-Provide resources that demonstrate that the school values parents as partners in their child's education. Offer family supports that provide families with training about how to access and use the school's chosen digital systems and tools; supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child; opportunities to build their digital literacy; and strategies to support their child's learning at home.

Professional Learning:

The Academy has/will:

-Provide time for educators to engage in curriculum planning and documentation to ensure stability of instruction; identify students who didn't 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 the student's assigned teacher 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.

-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 leader's and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

When school reopens for in-person instruction:

The Academy has/will:

-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.

-Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.

-Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.

-Conduct a review of each student's IEP in partnership with teachers and parents to reflect on each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed to students.

-Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.

-Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.

-Determine and activate structure outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.

-Communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.

Phase 5 Operations

- • All protocols included on pages 49-52 of the Roadmap are **"Recommended."** Using these protocols as a guide, describe how the Academy will manage each of the following sub-sections: Facilities; Budget, Food Service, Enrollment and Staff; Technology; and Transportation, with particular emphasis on any differences from the Academy's plans during Phase 4 of the Michigan Safe Start Plan.

Academy Narrative:

The Academy expects that there will be at least one transition between Phase 4 and Phase 5 and possibly back down to Phase 4 again. To deal with these fluctuations with the least amount of confusion while maintaining safety and educational standards, the Academy will make few changes upon moving to Phase 5 in terms of Operations. Aside from students being in the building each day for instruction, the operations will be much the same.

Before schools reopen for in-person instruction-

Facilities:

The Academy has/will:

-Audit necessary materials and supply chain for cleaning and disinfection supplies.

-Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies, while advocating for ISDs to coordinate with LEMPs.

-Audit any additional facilities that the school may have access to that could be used for learning.

-Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.

-Alert custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.

-Convene custodial and facilities staff to review and make actionable school guidance regarding cleaning and disinfection.

-Encourage school to provide advanced training for custodial staff.

-Custodial staff should continue deep cleaning over the summer.

-Audit the building with a focus on how many classrooms are available; the size of each classroom; additional spaces that are available; and the ventilation in each classroom.

-Audit school security protocols and implement any needed process changes.

-Maintain facilities for in-person school operations, including HVAC systems, air filter changes, distribution of hygienic products and waste receptacles, signage about hand-washing, cough etiquette, and nose blowing will be widely posted, disseminated, and encouraged, and custodial

staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.

-School leader will conduct and document a facility walk-through with the custodial staff to ensure that the classrooms, common spaces, and the exterior are ready for staff and students before they return to the building.

-Level-1 face coverings have been procured.

-Level-1 surgical masks for cleaning and janitorial staff have been procured.

-School cleaning and disinfection protocols have been activated according to the CDC School Decision Tree. Custodial staff will wear surgical masks when performing cleaning duties.

Budget, Food Service, Enrollment, and Staffing:

The Academy has/will:

-Assess student arrival protocols, including how students arrive at and depart from school.

-Conduct staff and student outreach to understand who is coming back. This includes a breakdown for staff; a staffing plan to account for teachers and staff who are not returning or are at risk; students with preexisting conditions who may need a remote learning environment.

-Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs. Inventory how many substitute teachers are available.

-Recruit, interview, and hire new staff and provide guidance on doing this remotely if needed; consider redeploying underutilized staff to serve core needs; and identify and modify staff positions to enable high-risk staff to provide remote services.

-Communicate any student enrollment or attendance policy changes with school staff and families.

-Seek and provide guidance on use of CARES Act funding for key purchases.

-Coordinate services with related service providers in the school and community, to identify and address new student and adult needs.

-Build and send back to school communications to all relevant stakeholders and include updates across all policies and procedures. 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.

-Consult legal counsel to preemptively address liability questions, related concerns, or vender issues relative to COVID-19.

-Engage in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.

-Orient new school staff to any operational changes.

-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.

-Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology:

The Academy has/will:

-Survey families to collect information about the numbers, types and condition of devices used in their homes to support remote learning.

-Designate a single point of contact in each school to plan and communicate with the technology team.

-Develop a technology plan that includes guidance for teachers. Include training and support to adapt remote learning for the classroom.

-Identify a device and/or general technology support lead.

-Assign technology process leaders to key efforts and publish their contact information on the school intranet.

-Where practical, identify a family technology liaison to support communication regarding the use of technology (possibly utilizing the Parent Teacher Team for this role).

-Develop procedures for return and inventory of school-owned devices as part of a return to school technology plan. The procedures include safely begging 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.

-Utilize the asset tracking tool , and WTA Consulting to assist with processing, returning, and maintaining devices, develop an on-site triage of staff and student devices to minimize the time that staff may be without a device, and prepare the Infrastructure Evaluation process by testing every WiFi access point and wired network device.

-Develop a technology support plan for families.

-Wherever possible, consider implementing live streaming of classrooms for students who are medically vulnerable.

Transportation:

The academy does not utilize student bussing. All students utilize public or private transportation.