

HOPE ACADEMY
209th BOARD MEETING

DATE: July 28, 2020
TIME: 5:30 p.m.
PLACE: CONFERENCE CALL

CALL TO ORDER

The meeting was called to order by Board President, Angela Polk, at 5:30 p.m.

ROLL CALL

Board Members

Angela Polk, President
Nanette DePriest, Vice President
Chedrin Chambers, Secretary
Kenneth Davis, Treasurer
Kenneth Bland, Member
Melissa Dunmore, Member

Others

John Kirk , Eastern Michigan University
Alice G. Thompson, CEO, BFDI Educational Services, Inc.
Jane Fernanders, CFO, BFDI Educational Services, Inc.
Dr. Ronald Williams, COO, BFDI Educational Services, Inc.
Tanya Traylor, Recording Secretary, BFDI Educational Services, Inc.
Ricky Fountain, Hope Academy Superintendent, BFDI Educational Services, Inc.
Dr. Mark Mayberry, Hope Academy Principal, BFDI Educational Services, Inc.

APPROVAL OF AGENDA

The agenda was approved as presented.

APPROVAL OF MINUTES

The minutes of the Budget Hearing and the Annual Organizational Meeting held on June 10, 2020 were approved as presented.

The minutes of the Board Meeting held on June 10, 2020 were approved with the following corrections:

- Page 2, third bullet should indicate six (6) phases ,and not seven (7).
- Page 2, 8th paragraph should indicate \$85,125,000, and not \$385 million.

- Mr. Bland asked about what is considered a “quick response” for COVID-19 tests? Ms. Thompson noted that Authority Health has the capacity to return test results in three (3) or four (4) days.
- Mr. Bland asked if quarantining will occur based on results, or the possibility of having COVID-19. Ms. Thompson shared that the Detroit Health Department is responsible for guiding all Detroit schools on how to handle incidents of COVID-19.

CLOSING – Ricky Fountain, Superintendent, Hope Academy

- The Plan is a direct correlation with the Governor’s Return to School Roadmap.
- The Plan is a combination of collective work, research, and review of state guidelines, practices and requirements.
- The Plan is a working document that will be reviewed as we proceed throughout the year.
- The goal is to ensure the highest academic level of students.

MOTION: It was moved by Kenneth Davis and supported by Chedrin Chambers to receive Hope Academy’s Preparedness Response Plan as presented. Motion carried.

TREASURER’S REPORT

Jane Fernanders, BES CFO, reported the following:

- The Resolution Authorizing Issuance of Note in Anticipation of State School Aid was presented for review and approval. The resolution is submitted annually to the Board to cover costs from mid-September through the end of October until State Aid is received.

MOTION: It was moved by Kenneth Davis and supported by Nanette DePriest to adopt the Resolution Authorizing Issuance of Note in Anticipation of State School Aid as presented. Motion carried.

- The Audit Engagement Letter prepared by Gregory Terrell and Company was presented for review and approval for preparation of the 2019-2020 audit.

MOTION: It was moved by Kenneth Davis and supported by Kenneth Bland to approve the Audit Engagement Letter for preparation of the 2019-2020 audit by Gregory Terrell and Company. Motion carried.

OLD BUSINESS

- Dr. Mayberry reported that Authority Health staff conducted a walkthrough at Hope Academy, and chose suitable locations to provide clinic services and office space. It was noted that both spaces are not needed for any services by the school. The walkthrough will be summarized in writing by Authority Health and will be provided to the Board and the management company. Ms. Thompson

HOPE ACADEMY
EXCERPT FROM 209th BOARD MEETING

MOTION TO ADOPT

Hope Academy COVID-19
Preparedness and Response Plan

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Others

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Tanya Traylor, Recording Secretary, BFDI Educational Services, Inc.
Ricky Fountain, Hope Academy Superintendent, BFDI Educational Services, Inc.
Dr. Mark Mayberry, Hope Academy Principal, BFDI Educational Services, Inc.

MOTION: It was moved by Kenneth Davis and supported by Chedrin Chambers to adopt Hope Academy's COVID-19 Preparedness and Response Plan as presented. Motion carried.

reiterated that the decision to have a clinic in Hope Academy is solely a Board decision.

ADJOURNMENT

There being no further business, the meeting was adjourned at 8:41 p.m.

Respectfully Submitted By:

Angela HPIK

Tahya Traylor

**RESOLUTION APPROVING THE COVID-19 PREPAREDNESS AND RESPONSE
PLAN ("PREPAREDNESS PLAN") AND APPROVAL OF CHARTER CONTRACT
AMENDMENT**

HOPE ACADEMY (the "Academy")

A regular meeting of the Academy Board of Directors was held on the 28th day of July, 2020, at 5:30 p.m.

The meeting was called to order at 5:30 p.m. by Board President Angela Polk :

Present: Angela Polk, Nanette DePriest, Kenneth Davis, Chedrin Chambers,
Kenneth Bland, Melissa Dunmore

Absent: N/A

The following preamble and resolution were offered by Board Member Kenneth Davis and supported by Board Member Chedrin Chambers :

BACKGROUND

On June 30, 2020, in response to the novel coronavirus (COVID-19) pandemic affecting our state, Governor Gretchen Whitmer issued Executive Order 2020-142 (the "Order") that, provides a structure to support all schools in Michigan as they plan for a return of preK-12 education in the fall. Under the order, all schools must adopt a COVID-19 Preparedness and Response Plan ("Preparedness Plan") laying out how they will cope with the disease across the various phases of the Michigan Safe Start Plan. Under the Order and the Michigan Safe Schools: Michigan's 2020-2021 Return to School Roadmap developed by the COVID-19 Task Force on Education Return to School Advisory Council ("Return to School Roadmap"), Schools retain flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions.

Acting under the Michigan Constitution of 1963 and Michigan law, the Order and the Return to School Roadmap state:

1. Coronavirus relief funds under the Coronavirus Aid, Relief, and Economic Security Act will be provided and may be used to aid in developing, adopting, and following a COVID-19 Preparedness Plan under section 2 of the Order.
2. Every school must develop and adopt a Preparedness Plan that is informed by the Return to School Roadmap.
3. By August 15, 2020 or seven days before the start of the school year for students, whichever comes first: the Academy Board must approve its Preparedness Plan.
4. By August 17, 2020, the Academy's authorizing body must collect the Preparedness Plan and transmit such plan to the Superintendent and to the State Treasurer.
5. By August 17, 2020, the Academy must prominently post its approved Preparedness Plan on the Academy's website home page.

The Academy Board of Directors ("Academy Board") is required to approve the Academy's Preparedness Plan and approve the Academy's Preparedness Plan as a charter contract ("Contract") amendment.

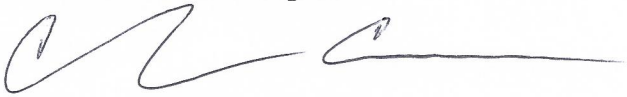
THE ACADEMY BOARD THEREFORE RESOLVES THAT:

1. The Academy's Preparedness Plan is approved by the Academy Board.
2. The Preparedness Plan is approved by the Academy Board as the COVID-19 Preparedness Plan Amendment to the Contract. This Contract amendment shall remain in effect as long as The Preparedness Plan remains in effect.
3. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same hereby are rescinded.
4. The Academy will deliver from time to time such information regarding the implementation of the Academy's Preparedness Plan as the Authorizer or Michigan Department of Education may reasonably request.
5. Any Board policies or provision of Board policies that prohibit or impede the Academy's compliance with The Preparedness Plan or Executive Order 2020-142 are temporarily waived, suspended or altered.
6. Any actions or actions taken by authorized Academy representatives in the development, submission and implementation of The Preparedness Plan are (to the extent such actions or actions are not inconsistent with the delegation of authority provided under this resolution) ratified and confirmed in all respects.
7. This Resolution shall take immediate effect and continue through the end of the state of emergency and disaster declared in Executive Order 2020-127 and any subsequent executive order declaring a state of emergency or disaster in response to COVID-19 or the end of the 2020-2021 school year, whichever is sooner.

Ayes: Angela Polk, Nanette DePriest, Kenneth Bland, Melissa Dunmore

Nays: N/A

Resolution declared adopted.



Print Name: Chedrin Chambers

Secretary, Academy Board



Hope Academy COVID-19 Preparedness and Response Plan

Address of School District: 12121 Broadstreet Ave. Detroit, Michigan 48204

District Code Number: 82942

Building Code Number(s): 08637

District Contact Person: Ricky Fountain

District Contact Person Email Address: rfountain@detroithopeacademy.org

Local Public Health Department: Detroit Public Health Department

Local Public Health Department Contact Person/Email Address:

Denise Z. Fair, MBA, MPH, FACHE, Chief Public Health Officer, Detroit Health Department, faird@detroitmi.gov

Name of Intermediate School District: Hope Academy

Name of Authorizing Body: Eastern Michigan University

Date of Adoption by Board of Directors: 07.28.2020

Assurances

The District agrees to meet all of the following requirements of Executive Order 2020-142:

- ✓ The District assures that when it 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 programs (IEPs).
- ✓ The District assures that when schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with Disabilities. This assurance includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- ✓ The District assures that while any state of emergency or disaster related to the COVID-19 pandemic continues, it shall comply with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- ✓ The District assures that it shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.
- ✓ The District assures that during Phase 1, 2, or 3 of the Michigan Safe Start Plan it will close its buildings to anyone except: (a) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions. (b) Food-service workers preparing food for distribution to students or their families. (c) Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.
- ✓ The District assures that during Phase 1, 2, or 3 of the Michigan Safe Start Plan it will suspend athletics, after-school activities, inter-school activities, and busing.
- ✓ The District assures that during Phase 1, 2, or 3 of the Michigan Safe Start Plan it 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.

✓ The District assures that in Phases 1, 2, or 3 of the Michigan Safe Start Plan it will provide for the continuation of food distribution to eligible students.

✓ The District assures that during Phase 4 of the Michigan Safe Start Plan it will prohibit indoor assemblies that bring together students from more than one classroom.

✓ The District assures cooperation with the local public health department if a confirmed case of COVID-19 is identified, and agrees to 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 in school.

Signature:

President of the Board of Directors

Date: 07/30/20

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-19 pandemic.
- Consider including your school mission, vision and values and describe how they continue to guide your work.
- Identify guiding principles that your team considered when developing your Preparedness Plan.
- Describe how the plan was developed and how feedback from your school community was incorporated into the Preparedness Plan.

Bullet Point #1 Hope Academy is a public charter school, which was established in 1998, and is serving students from Pre-K through 8th grade. The average population is 500 students.

Hope Academy students have been provided with distant learning since Monday, March 16, 2020, with access to grade and age-appropriate academic learning packages. Of our average of 500 students, 60% of those students have been provided with digital learning devices, and have been engaged in Zoom classroom instruction since March 30, 2020 through the end of the school year. As Hope Academy prepares to open for the new school year, 100% of our students, including our Pre-School students, will have access to digital learning devices.

Hope Academy teachers have engaged the students continuously by reinforcing and nurturing positive and encouraging relationships. They have ensured access to relevant instructional materials, and provided social and emotional support as needed. This has helped students maintain connection to a meaningful learning environment, in the midst of COVID-19.

Hope Academy staff has adhered to all state guidelines regarding the Continuity of Learning Plan that was submitted and approved by the Hope Academy school board and school Authorizer during the 2019-2020 school year.

Bullet Point #2 The mission of Hope Academy is to provide a positive, nurturing, and collaborative educational environment where we ensure the intellectual, social, and physical development of every student. We are responsible for and accountable for providing a quality education for all students all the time. Therefore, our plan will adhere to the standards required by the Michigan Department of Education, the Center for Disease Control, and the Hope Academy community.

Bullet Point #3 – Guiding Principles

- The needs of our students and staff are our primary obligation and is guiding the development and execution of this plan.

- Hope Academy “Northstar” is that every student is a scholar.
- Every student has unique gifts and talents, and we work to help them discover their gifts and talents.
- We believe that the establishment of supportive, nurturing relationships between teacher and student is a prerequisite to teaching and learning.
- Highly qualified administrators, teachers, behavioral health professionals and support staff must be dedicated to fulfilling the Academy’s mission, vision and values through our educational beliefs.

Bullet Point #4 The plan was developed to ensure students had a mix of synchronous, asynchronous, technological, and non-technological options for educational access. The team utilized these platforms and processes to ensure the academic needs of students were met: Google Classroom, Zoom Video Conferencing, Telephone Conferencing/Communication, Digital Learning Platforms, Learning Packets, and University Partnerships.

The plan is designed and developed to support the whole child -- the academic success, the mental health, the nutritional needs, and the safety needs of all children. We understand the complexity of our current climate and believe the socio-emotional needs of children is central to the overall success of the educational process. The plan takes into account all of the factors that impact student learning during this time: technology, technological devices, academic materials, teacher access, resource access (which could include food), socio-emotional support, and peer to peer connections.

Additionally, we appreciate and value the feedback provided by our stakeholders. The voices of parents and staff are essential to the success and viability of our plan. Therefore, we have procured and will continue to procure feedback through the use of survey feedback, text message feedback, online Zoom polling, etc. Collective voice and input are essential to the plan (and will impact any modifications and adjustments).

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.

Bullet Point #1 Hope Academy will adhere to all state regulations based on the Return to School (R2S) document and Phase 1-3 protocols. If the state is in phase 1-3, Hope Academy will be closed for in-person instruction. All instruction will be provided virtually. Remote live instruction will only occur in the building per teacher/administrator agreement; if this does occur, the teacher or teachers will be expected to adhere to all state protocols, e.g., PPE, social distancing, etc., during his/her time in the school. All workers providing food service support and/or distribution will be required to adhere to state regulatory guidelines, which includes use of PPE and adherence to appropriate social distancing. Cleaning processes will be adjusted to maintain school building functional order.

Bullet Point #2 Hope Academy will not utilize or provide child-care services during this time. All extracurricular activities at the building level will be suspended.

Bullet Point #3 School employees and contractors who are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, will be required to wear PPE and adhere to state protocols and, additionally, will have access as determined by school administration.

Bullet Point #4: During the school closure, Hope Academy will continue to ensure food distribution will be available to all students, as it has been since March 2020. Hope Academy Food Service Program has completed its first year of a food service partnership with Grace Keys Academy, Madison Heights, MI. For this phase of the Preparedness Plan, our coordinated plan is for the food service staff to prepare and package meals, (breakfast and lunch) in accordance with the Guidelines and Procedures of the CDC, MDE, and USDE.

During the current COVID-19 Pandemic, Hope Academy Food Service Staff has prepared and packaged meals (breakfast and lunch) for our students and families. Hope Academy staff has provided the packaged meals each day of food distribution. The total number of meals each family received daily is based on the number of children 18 years of age and under living in the home.

During the days of food distribution an administrator will be on site to provide oversight and support. In addition, our Social Workers will have regular communication with parents and provide support above and beyond to meet each family's need. With 100% of our students receiving free lunch, we are aware that "daily" food distribution to our parents and students is absolutely necessary.

Bullet Point #5: It is the goal of Hope Academy to create a culture of infectious control in the school and workplace that is reinforced during the annual influenza season and upon notice of pandemic or other widespread threat to public health by disease.

Therefore, Hope Academy's cleaning practices will be adjusted to ensure this goal is achieved. During the school closure, the cleaning protocols pertaining to the functional order of the building and school campus will be maintained. To that end, the school administration and business office will:

- Establish critical partnerships with federal, state and local authorities, including the intermediate school district and peer school districts to provide mutual support and maintenance of essential services during a pandemic
- Continuously audit the cleaning and disinfections materials and supplies needed for maintaining the facility
- Continue to maintain the Academy in good working order to prepare for the subsequent return of students
- Execute school cleaning and disinfection protocols according to the *CDC School Decision Tree*
- Coordinate with Wayne RESA, EMU, MDE, USDA, Food Service, DHS, to coordinate the use of building for any required essential services, and/or support with procurement of cleaning and disinfection supplies.

- Maintain a list of contacts in the health profession, including the City of Detroit and Wayne County Public Health Officers/Directors, to provide consultation and advice regarding this Plan and its implementation
- Provide as needed information to all staff regarding those practices that are recommended by public health officials that will reduce the spread of the infection and provide training for staff on these issues
- Develop a list of recommended infection control supplies as recommended by CDC and Environmental Protection Agency, (hand soaps, hand sanitizer, sanitizing wipes, tissues, sanitizing spray, etc.) and ensure that each location has a sufficient supply of them
- Ensure the handwashing signs are posted in all restrooms.

Responsibilities of Employees

- OSHA and the CDC have provided the following control and preventative guidance for all workers, regardless of exposure risk, which employees are to follow. Hope Academy will provide posting throughout the building communicating these preventative guidelines:
- Frequently wash your hands with soap and water for at least 20 seconds. When soap and running water are unavailable, use an alcohol-based hand rub with at least 60% alcohol. The School District will provide alcohol-based hand sanitizers and/or wipes
- Avoid touching your eyes, nose, and mouth with unwashed hands
- Follow appropriate respiratory etiquette, which includes covering for coughs and sneezes
- Avoid close contact with people who are sick
- In the event access to running water for hand washing is impracticable, the School District will provide alcohol-based hand sanitizers and/or wipes
- Employees shall limit the use of co-workers/desks, supplies, tools and equipment. To the extent such must be shared, the District will provide alcohol-based wipes to clean desks, supplies, tools and equipment, before and after use. When cleaning desks, supplies, tools and equipment, employees should consult manufacturing recommendations for proper cleaning techniques and restrictions as appropriate
- If practicable, each employee should use the same desk, piece of equipment during the work day
- In lieu of using a common source of drinking water such as a cooler, water fountain or sink, employees and students should use individual water bottles

Maintenance Workers Entering Hope Academy

- During the work day, maintenance employees must sanitize the work areas upon arrival, throughout the workday, and immediately before departure. Hope Academy will provide alcohol-based wipes for this purpose

Job site Cleaning and Disinfecting

- Hope Academy has instituted regular housekeeping practices, which include cleaning and disinfecting used tools and equipment, and other elements of the work environment, where appropriate. Employees and Maintenance Staff will regularly do the same in their assigned work areas. Therefore:
- Common areas will be cleaned at least three times per day absent special circumstances. Employees performing cleaning will be issued proper personal protective equipment (PPE), such as nitrile, latex, or vinyl gloves, and gowns as may be recommended by the CDC

- Trash in the School Building should be collected frequently and disposed of properly by someone wearing nitrile, latex or vinyl gloves
- Toilets should be cleaned at least twice during the school day and disinfected on the inside. Frequently touched items (i.e. door pulls and toilet seats) will be disinfected regularly
- Any disinfection shall be conducted using one of the following:
 - ✓ Common EPA-registered household disinfectant
 - ✓ Alcohol solution with at least 60% alcohol or
 - ✓ Diluted household bleach solutions (if appropriate for the surface).

Bullet Point #6 Hope Academy does not provide bus transportation for students. Although Hope Academy utilizes bus services for specific student related activities and field trips, no buses will be used for transportation for students during phases 1-3.

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.

Bullet Point #1 Hope Academy will continue to adhere to the mental health and socio-emotional strategies as described in the Continuity of Learning Plan. Hope Academy will adhere to state expectations as outlined in the Return to School roadmap. We intend to comply with the essence of the standards based on our staffing and resource capacity.

Hope Academy’s mission is “to provide a positive, nurturing, and collaborative educational environment where we ensure the intellectual, social, and physical development of every student.” Inherent in our mission is the value and desire for all students to have positive health and wellness on a daily basis; and, to experience age appropriate mental health well-being. Hope Academy is committed to meet the holistic health and well-being of all students.

Through partnership with Black Family Development, Inc., Hope Academy has a team of four (4) full time staff, at both the Bachelors and Masters level, who are actively engaged in supporting the behavioral health needs of students and their families. The behavioral health team is required to make no less than weekly contacts with students and families who are presently on their caseload and/or identified as needing mental health support and services. Students identified as needing mental health services will continue to have access to psychiatric services using the Telehelp and/or the Zoom Pro platform process.

In response to the present pandemic, staff, students and parents have expressed feeling some level of anxiety. Therefore, the behavioral health team has developed a PowerPoint script and slides that contains prevention and intervention protocols related to stress, anxiety, and fear. The PowerPoint slides contain information and education provided to parents on how to talk to their children about the pandemic; suggestions on family activities to take place that are; fun engagement activities for kids and families to stay active; thus, reinforcing a positive outlook for the future.

The behavioral health team and the classroom teachers are in close communication, as they share information and collaborate on emerging needs of students and their families based on this phase of COVID-19.

Schools should 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.

Hope Academy, through partnership with Black Family Development, Inc., provides mental health screening utilizing a variety of screening instruments based upon the unique needs of each student. These various screening processes include weekly phone checks with both parents and students to assess their immediate need for wraparound services. Seasonal health and wellness screening is also provided to students during the Spring and Summer months, and the Fall and Winter months. These seasonal wellness checks are done to ensure that the home, health care, and environmental needs of the students and families are being met.

Other assessments include the Strength and Difficulty Questionnaire (SDQ), which is implemented as needed on students ranging from 4 years old to 17 years old. This assessment tool highlights the strengths and/or difficulties of a student in the following categories: emotional, conduct, hyperactivity, peer relations, and pro-social skills. It also measures difficulties that may interfere with home life, friendships, classroom learning, and leisure time activities.

Another assessment tool that will be launched in the Fall of 2020 is the Family Well-Being Assessment, which is modeled after the Michigan Department of Health and Human Services Resource Guide to Support Family Well-Being.

Weekly Resource Team Meeting/Crisis Team

Hope Academy's Resource Team/Crisis Team meets weekly to discuss the needs of students. The team is comprised of the Principal, Parent Engagement Specialist, Behavioral Health Clinician, Social Worker, Parent, Restorative Practices Clinician, and the Pupil Accounting Clerk. The ultimate goal of the weekly meeting is to assess the needs in all areas; put a plan in place to meet the needs, communicate the intervention and strategy to all relevant stakeholders, evaluate progress, and determine steps as may be needed.

Comprehensive Social Work Services

Hope Academy continuously assesses the mental health and social and emotional needs of all students. Both general education social workers and a certified school social worker are part of the behavioral health environment. These services address barriers that minimize the well-being of students, hamper the joy and satisfaction of students, and limit the academic engagement and success of students.

These services are inclusive of ongoing assessment, treatment, planning, intervention strategies, and ongoing assessment of progress, and the efficacy to the intervention. Services include restorative practices intervention, a cadre of wraparound services, individual, group, and family sessions. Other services include grief counseling and addressing homelessness.

Hope Academy administration provides 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.

Hope Academy has established a comprehensive crisis management plan that leverages available internal and external/community-based resources, which can be activated efficiently as needed. Hope Academy has a resource team that serves in the capacity of a crisis team, and is able to establish a comprehensive crisis management plan, as may be needed to meet the needs of students and families.

Hope Academy's Resource Team provides a comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities and wellness resources. Parents and staff are provided with ongoing resources that are updated, which identifies available resources that may be of benefit for both students, parents, and staff. The City of Detroit and Detroit Wayne Integrated Health Network also provides regular updates on resources that are beneficial for Hope Academy parents, students, and staff.

Self-Care Strategies

Provide resources for staff self-care, including resiliency strategies. The closure of schools and the mental, social, emotional and physical stressors on staff, students, and parents necessitated a quick and pivotal culture shift into intentional and strategic wellness and self-care agenda. The staff of Hope Academy are regularly encouraged to engage in self-care. The school Principal has regular "check in" sessions by Zoom. These are non-related work sessions just soliciting comments about one may be failing; what help is needed; and just to say "you matter", "you are appreciated" and "do something today that puts a smile on your face/cause you to laugh".

Hope Academy has a designated a mental health liaison who works across the school, local public health agencies, and community partners. α Leverage MDE resources for student and staff mental health and wellness support. Hope Academy presently has a designated mental health liaison who is a member of the school's resource team.

Hope Academy will support the Destigmatization of COVID-19 through parent group sessions, staff development and marketing and information materials that will be shared with parents and staff. An understanding of the Hope Academy normal behavioral response to crisis will be shared with parents through the ongoing parent group meetings via zoom and individual one on one intervention sessions via zoom and/or telephone. Hope Academy staff will gain greater understanding through the weekly staff check ins and staff meetings which are occurring via zoom. Hope Academy provides general best practices of talking through trauma with children; this process has been occurring routinely with families via weekly telephone communication(s) and weekly parent group meetings via zoom.

Hope Academy Collaborative Partnerships

As stated in the mission of Hope Academy, we value collaboration in achieving the mission of the school. We have many collaborative partners that are proven to be important partners to focus on the mental, social, and emotional health of our students and parents.

Black Family Development, Inc., a nonprofit comprehensive family service organization, has been a partner since the establishment of the school. They have four (4) full-time staff providing social work services, behavioral health services, psychiatric services, parent engagement services, and afterschool groups for elementary age male students. Specific mental health services include the following:

- Screening, assessment and intervention
- Telehealth services with a staff psychiatric medication, as may be prescribed and medically reviewed
- Individual and group work services with a licensed social worker/therapist and/or counselor
- Weekly parent engagement services and the implementation of a best practice parent engagement model known as the Joyce Epstein Model

Wellness checks and screening are also conducted on referred families and student.

Other key partners are the City of Detroit Health Department, Wayne County Authority Health, and the Michigan Department of Health and Human Services (MDHHS). In collaboration with MDHHS and Black Family Development, Inc., a Family Well-Being Guide has been adopted and modified for school-based use. The guide helps to assess the mental, social, and emotional well-being of parents and students.

The City of Detroit and MDHHS also provides valuable information on resources that can support the needs of children and families. These resources are made available to families and staff on a regular basis.

It is the expectation of the Board of Directors and staff that students end their school day better than when the day started, be it face-to-face or virtual.

Bullet #2 Hope Academy will respond to the highly recommended protocols based upon the unique and specific mental and socio-emotional health needs of each student.

Phase 1, 2, or 3 Instruction

- All protocols included on page 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.

Bullet Point #1 Hope Academy will adhere to all state regulations based on the Return to School document and Phase 1-3 protocols. If the state is in phase 1-3, Hope Academy will be closed for in-person instruction. All instruction will be provided virtually. Hope Academy will provide alternative modes of instruction other than in-person instruction, which will include but will not be limited to these digital platforms:

GOOGLE CLASSROOM (Synchronous Option)

The Google Classroom platform will provide Virtual instruction to send handouts, share video content, communicate with students, answer questions, one-on-one direct instruction. All educators are expected to use this platform and keep parents in the loop often.

1a. K- 5 Parents are encouraged to put this on their calendar to remember to go in and retrieve assignments.

1b. Grades 6-8 are more independent workers however, parents are encouraged through phone calls and Reminder texts to engage in student learning.

ZOOM VIDEO CONFERENCING (Synchronous Option)

Video conferencing has proved to be an effective method to deliver virtual instruction, using slides of handouts, one on one direct, or group video interactive instruction. All educators will set up Zoom classroom meetings for their class(es).

1a. K- 5 Parents are encouraged to put this on their calendar to remember to make sure their student participates in the virtual classrooms.

1b. Grades 6-8 are more independent workers; however, parents are encouraged through phone calls and Reminder texts to engage in student learning.

TELEPHONE COMMUNICATION

Teachers will engage in telephone communications with students to review lessons and answer student questions about content All educators are contacting parents regularly.

DIGITAL LEARNING PLATFORMS

Our plan includes digital learning platforms. These research-based, web-based, prescriptive learning platforms assist students with time-on-task learning and allow them to close skill gaps -- at their own pace. These digital tools can also be adapted or replicated in non-digital format. These platforms include specific learning platforms for these core content areas:

A. STUDY ISLAND and EXACT PATH

These digital platforms build students' skill and proficiency in Math, Reading, and English Language Arts- Both platforms provide rich varied instructions that are prescriptive systems. These platforms adjust to students' current reading ability and assists in closing skill gaps.

B. READ THEORY

Research-based, common core prescriptive learning platform which builds and strengthens student reading comprehension skills and tracks student progression. This platform is prescriptive to where each student is given materials on their level to execute the skill in which the passage seeks. I.e. If it is a detail oriented skill sought then the program will ask explicit questions to a second grade leveled reader where they can find the answer directly in the text versus more ambiguous questions to an eighth grade leveled reader lending to higher order thinking. This balances the rigor for the reader. As the reader improves the more rigorous the questioning and reading becomes. This is utilized by grades for 1-8.

Additionally, Hope Academy, to ensure all students' needs are met, will also provide learning packets for students. Academic learning packets will be either mailed to the homes of students for completion or be available for pick up at the school. All grades will be eligible to receive the learning packets.

Bullet Point #3 Students who receive specialized services will have access to and receive support with all academic platforms, materials and assignments based on specified performance expectations outlined within their IEP's. Hope Academy will ensure students who receive specialized services are allowed additional supports as dictated by the IEP. Hope Academy will follow all protocols outlined on pg. 17 of the RS2 Roadmap:

Support schools to assess every student in grades pre-K12 during the first few weeks of school, using a screener, diagnostic, or formative assessments that can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families.

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.

Commence online intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and career and technical education. α Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.

Secure supports for students who are transitioning to postsecondary.

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 students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

DIFFERENTIATED LEARNING OPPORTUNITIES

AUDITORY LEARNING

Online auditory books will be available for students with challenges in reading and to help others to keep up with literature skills, such as inflection and oral language. This will provide options for students that tap into students' interests, readiness levels, and learning styles while providing families flexibility.

PARENTAL INVOLVEMENT:

Parents serve as key stakeholders in the Plan. We will maintain consistent communication with parents on every level, including support staff, social workers, teachers and administration. This will be accomplished via email, telephone communication, text, and video conferencing.

ACCESS TO TECHNOLOGY:

All modes of virtual instruction require that students have access to technology, such as a laptop, tablet, or smartphone. Also, in some instances, internet connectivity is required. While some of our student population have access to said technology, there are numerous families who do not. Therefore, the district has procured additional computers to meet the needs of all students. Also, if students experience issues with technology, the district will utilize a tech support service to assist students and families with troubleshooting and technology solutions.

Where Students and Caregivers Can Go with Questions

Bullet Point #4 The essential components of the plan for remote instruction are outlined here.

FOR QUESTIONS ABOUT...	CONTACT
Specific course, assignment, or learning resource	Teacher
Supports or accommodations for students with disabilities	Special education Teacher
Supports of accommodations for English learners	ESL Teacher
Problem with a Hope Academy-issued Chromebook or other technology related problem	Teacher – teacher will submit request
Personal, academic, or social emotional concern	Teacher / School Counselor / School Social Worker if previous relationship exists
Online Textbook access including compatibility issues	Teacher
Issues that are not properly addressed by contact listed	Principal or Assistant Principal

Student Engagement Considerations

The suggested engagement times in the table below could be inclusive of project time that spans multiple days, independent work, and direct teacher engagement. The engagement times do not represent expectations of exclusive work on educational products or web-based platforms. The district will utilize the information here to create instructional schedules to share with all families to standardized times for synchronous and asynchronous instruction. Schedules will be provided for families after the approval of the plan. The information shared here will serve as the basis upon which all schedules will be constructed.

When planning, teachers should consider:

- Students may or may not have a consistent caregiver who can work with them every day. Ensure that instructions are written so that the student can understand them independently.
- Using headings, bullet points, appropriate text size, boldness, and color to create a clear workflow for students to follow.
- These questions when designing distance learning experiences:
 - How will I attend to a student's well-being to ensure they are able to approach learning without barriers?
 - How will a student know where to start?
 - How will a student know what to do next?
 - How will a student know when the work is successfully completed and submit the work?
 - How will the district know a student completed an activity?

The following recommendations and guidelines are presented as suggested minimum and maximum times of engagement by each student in distance learning activities.

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
Pre-K	20 minutes per day	60 minutes per day	3-5 minutes
Kdg	30 minutes per day	90 minutes per day	3-5 minutes
1-2	45 minutes per day	90 minutes per day	5-10 minutes
3-5	60 minutes per day	120 minutes per day	10-15 minutes
6-8	Class: 20 minutes/day Total: 120 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class

9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 35 minutes/day Total: 210 minutes/day	1 subject area or class
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Guidance for PreK – 5 Distance Learning

Approximate Time Frames for Distance Learning in PreK – 5

**Class is defined as a combination of instruction and worktime either with tech or without.*

Grade	Subject/Focus	Daily Time on Task	Student Tasks
Kinder - 2nd Grade	ELA/Math	30-45 minutes	<ul style="list-style-type: none"> View and complete weekly <u>synchronous</u> and <u>asynchronous</u> learning opportunities Access additional teacher support through office hours
	Science/Social Studies	10-15 minutes	<ul style="list-style-type: none"> Content integrated in Language Arts as possible. Engage in learning activities posted on Google Classroom by teacher.
	Specials	10-15 minutes	<ul style="list-style-type: none"> Engage in choice learning activities that have been posted by specials teachers.
	Flex Learning Opportunities	Varies	<u>Additional Learning Opportunities</u>

3rd - 5th Grade	ELA/Math	45-75 minutes	<ul style="list-style-type: none"> View and complete weekly synchronous and asynchronous learning opportunities Access additional teacher support through office hours
	Science/Social Studies	15-30 minutes	<ul style="list-style-type: none"> Content integrated in Language Arts as possible. Engage in learning activities posted on Google Classroom by teacher.
	Specials	10-15 minutes	<ul style="list-style-type: none"> Engage in choice learning activities that have been posted by specials teachers.
	Flex Learning Opportunities	Varies	Additional Learning Opportunities

Here are [Additional Sample Schedules](#) to help families set schedules.

Guidance for Grades 6 – 8 Distance Learning

Approximate Time Frames for Distance Learning in Grades 6 – 8

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention	Student Activities
6-8	Class: 20 minutes/day Total: 120 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class	<ul style="list-style-type: none"> View and complete weekly synchronous and asynchronous learning opportunities Access additional teacher support through office hours Additional Learning Opportunities

**Class is defined as a combination of [synchronous](#) and [asynchronous](#) learning opportunities.*

Middle School (sample [synchronous](#) learning schedule)

Monday	Tuesday	Wednesday	Thursday	Friday
25 min Math 25 min ELA 25 min Elective 1	25 min Science 25 min SS 25 min Elective 2	25 min Math 25 min ELA 25 min Elective 1	25 min Science 25 min SS 25 min Elective 2	Office hours and extra support as needed

The schedule above is referencing a maximum time for [synchronous](#) online Instructional Minutes.

Additional time may be assigned for [asynchronous](#) work, not to exceed 30 min per class per day or 150 minutes per

*[Flex learning week](#) when combined with [4](#) options are allowed beyond the 30 min of instruction.
[synchronous](#) learning opportunities.*

Bullet Point #5 It is the expectation of Hope Academy to comply to the extent possible with the strongly recommended protocols for instruction in phase 1-3.

Phase 1, 2, or 3 Operations

- All protocols included on page 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 page 19-20 that are identified as “**Strongly Recommended**” that the Academy will not implement.

Bullet Point #1 Budget – In order to assure that Hope Academy provides the most rigorous virtual Education Platform for its students , Hope Academy’s 20-21 School Year Budget has been approved and is flexible enough to meet the needs of students and parents based on three Scenarios designed to mirror the Governors Phase 1-3, IV, and V approach to School Preparedness. These scenarios including their associated cost are based on projected; state, federal, foundational, and community services and in-kind funding. Budget projections are also based on enrollments, an assessment of historic cost, parent and teacher surveys, and trending COVID-19 cost experienced during the 19-20 school year.

Hope Academy’s financial management policy is designed to actuate and track budgeted cost to actuals in order to assure effective change management for whatever Phase Scenario the Academy is operating under. Hope Academy’s **Phase 1-3**, budgeting plan includes projection of cost related to; **Instruction**- including Basic Programs and Added Needs, **Support**- including School Social Work, Education Improvement – including professional development in virtual instruction, Educational Media – including virtual class instruction supported by IT Staff, integrated and networked software, and hardware and 24-7 technical support., General Administration- including legal, auditing, School Administration, Business and Fiscal Services, Operations Maintenance , Community Services , and Debt Service Obligations.

Tables B.1.A and B.2.A, below provides data on Hope Academy’s Budget Distributions by Department. As is illustrated, Hope Academy invests the largest percent of its funding in Instructional Services an area requiring increased allocations in a COVID-19 environment. Based on the Academy’s 19-20 experience with COVID-19 related costs, the areas most impacted by a COVID-19 environment are highlighted in yellow in the Table B.2.A below. What this means is that the Academy’s 20-21 budget was developed to allow for flexibility in line items and departments to absorb the cost curve related to COVID-19 scenarios while maintaining MDE’s early warning percentage requirements.

Table B.1.A Hope Academy District 20-21 Budget Appropriations Percentage

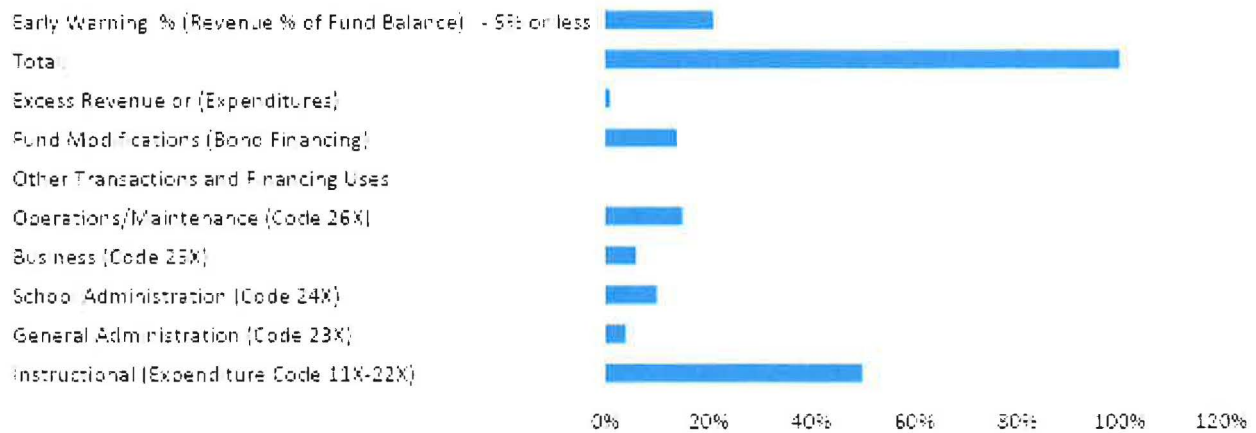


Table B.2.A Hope Academy District Budget Appropriations for 2020-21 Student Blended Enrollments PreK-8 Blended 551


























































Departments	Budgeted Percentage	Hope Academy Dollars/FTE
Instructional (Expenditure Code 11X-22X)	53%	\$ 4,594.86
General Administration (Code 23X)	4%	\$ 346.78
School Administration (Code 24X)	10%	\$ 866.95
Business (Code 25X)	6%	\$ 520.17
Operations/Maintenance (Code 26X)	12%	\$ 1,040.35
Other Transactions and Financing Uses		
Fund Modifications (Bond Financing)	14%	\$ 1,213.74
Excess Revenue or (Expenditures)	1%	\$ 86.70
Total:	100%	\$ 8,669.55
Early Warning % (Revenue % of Fund Balance) - 5% or less	21%	























































Food Service – Hope Academy currently outsources these services and incurs no cost for it.

Enrollment – Hope Academy’s approved budget is based on enrollments of 551 students, however it is the policy of Hope Academy that enrollment numbers that fall below or above the projected amounts must have corrective action plans that provide for Hope Academy’s continuance and assurance of meeting the educational and support needs of its students

Staffing Based on instructional programming – Hope Academy’s 20-21 budget is based on staffing needs designed to assure that the educational goals of its students are achieved. In order to assure this, staffing costs are based on a comparable salary that allows Hope Academy’s salaries to remain competitive and attract highly qualified teaching staff. Staffing needs are consistently assessed based on the availability of; state aid and federal funding, enrollments, and student needs. During Phases 1-3 staffing costs are based on instructional staff providing 100% virtual instruction, with a minimal complement of essential staff providing maintenance and administrative service in the school building. **Table B.3** below illustrates the plan for staffing during all Phases on instruction.

While staff will be working in this environment, and while their daily instruction schedule will be modified , staff will continue to receive their normal bi-weekly compensation and benefits. Funding for these costs are provided through State Aid and Federal Grants .

B.3. Hope Academy Staffing Plan					
 Minimum Capacity  Medium Capacity  Full Capacity					
Position	#	Grade	Phase I-3 100% Virtual Instruction	Phase IV - Virtual and In School Instruction	Phase V In School Instruction
Instruction Staff					
Teachers	1	Pre K			
Teachers	2	K			
Teachers	2	1			
Teachers	2	2			
Teachers	2	3			
Teachers	2	4			
Teachers	2	5			
Teachers	3	6			
Teachers	3	7			
Teachers	3	8			
Math Specialist	2	K-8			
Science Specialist	1	K-8			
Special Ed – ELA	2	K-8			
Phys Ed	1	K-8			
Music	1	K-8			
Art	1	K-8			
Substitute Teachers	3	K-8	 As Needed	 As Needed	 As Needed
Aide	1	PreK			

Aide	1	K-4			
Aide	1	5-6			
Aide	1	7-8			
B.3. Hope Academy Staffing Plan -Cont.  Minimum Capacity  Medium Capacity  Full Capacity					
Position	#	Grade	Phase I-3 100% Virtual Instruction	Phase IV - Virtual and In School Instruction	Phase V In School Instruction
Support Staff					
School Social Worker					
Information Technology					
Administrative Staff					
Superintendent	1				
Principal	1				
Assistant Principal	1				
PreK Director	1				
Pupil Accountant	1				
Administrative Assistant	1				
Receptionist	1				
Contractors					
Maintenance	4				
Clinical Support	2				
Security	3				
Food Service	3				
Operations Vendors					

Provide instructional resources and materials to staff and students as feasible – Hope Academy’s 20-21 budget allows for cost associated with supplies and materials needed to support a 100% virtual environment, including; take home homework assignment packages, online learning tools for students, professional development for instructional staff in areas of virtual classrooms, and virtual classroom technology including laptops and notebooks for students and staff. The budget also includes software, hardware integration and support. The budget also provides for PPE cost for the essential services staff working in the school building on a limited schedule. Funding for these costs are provided through the Academy’s ESSER/CARES Act, State Aid, Foundational and Fundraising efforts.

Work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment – As a result of the COVID-19 social distancing requirements implemented in the 19-20 school year, Hope Academy modified its HR Policies to include recruitment and on-boarding through remote interviews, background checks, and online completion of onboarding forms. This policy will continue to be used for the 20-21 school year and will be reviewed in the 21-20 school year to determine continuity.

Ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families.

Solidify food service processes, device distribution, delivery sites, and communication plans as necessary.

Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.

Bullet Point #2 Hope Academy will adhere to the recommendations provided in the Return to School plan regarding operations and technology. Hope Academy will facilitate these processes regarding operations:

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.

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

Create a contingency plan to coordinate the use of school buildings for essential actions including elections, food distribution, and childcare, particularly for essential workers.

Hope Academy will ensure the technological needs of students and families are met through these processes:

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 the school to plan and communicate technological needs and updates to all.

Develop a district technology plan that includes guidance. If possible, include training and support for educators to adapt remote learning for the classroom.

Identify a device and/or general technology support lead for each school.

Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology and serve as a “help desk.”

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: a 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;

Conducting prepared maintenance

Bullet Point #3 Staff will be redeployed, when necessary, to meet the needs of students and families. Support staff will follow a communication and check in process as established by teachers and students. This will be activated once a needs assessment is provided to families and students. Additional instructional staff will be redeployed, if necessary, to provide direct instruction to students--based on certification and qualification. The plan requires all certified teachers to provide instruction in their area of expertise. However, staff can be redeployed, based on need, to serve as teacher of record(s). This will be a byproduct of student count and classroom size.

Bullet Point #4 Hope Academy will not implement these items outlined on pages 19-20 of the Return to School plan.

Hope Academy will not coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies. However, Hope Academy has procured cleaning and disinfectant supplies but is using another vendor that is in compliance with standards identified by the CDC and EPA. Hope Academy will not advocate for ISDs to coordinate with LEMPs. Hope Academy will not assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet, as Hope Academy does not presently have the funding or staff capacity to hire or assign a technology process leader. Hope Academy will not consider elevating that position to a more formal role and providing additional support potentially with parent volunteers, as this is a position that currently not presently in Hope Academy’s staffing pattern or funding capacity at this time.

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.
- Specifically identify which protocols on pages 22-28 that are identified as **“Strongly Recommended”** that the Academy will not implement.

Bullet Point #1 Hope Academy will adhere to each of these specific protocols as outlined on Pg. 22 on the Return to School roadmap:

All staff will wear facial coverings except for meals.

All facial coverings will be homemade or disposable level-one (basic) grade surgical masks.

Any staff member who cannot medically tolerate a facial covering will not be required to wear one but must adhere to social distancing as much as possible.

Any staff member who is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.

Pre-K-5 and special education teachers should consider wearing clear masks.

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

Facial coverings must be worn by pre-K-8 students (unless otherwise determined)

Any staff or student that is unable to medically tolerate a facial covering must not wear one.

Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one.

Any student who cannot medically tolerate a facial covering must not wear one.

Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.

All students in grades K-5 must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

Hope Academy will provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).

Staff will 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.

If students do not comply with the expectations listed, students will be given verbal warnings and opportunities to adhere to the expectations. If the non-compliance persists, students will be subject to receiving parent phone calls, removal from the classroom environment, or removal from the school environment (based on the specific nature of the non-compliance). The goal is to keep students in school at all times at Hope Academy--without running afoul of collective rules/expectations.

Bullet Point #2 Hope Academy will work with additional contract services or individual contractors to increase sanitation protocols to include disinfectant cleansing execution(s) 4 times a day. The building administration will circulate classrooms, ask probing questions to students, and reinforce expectations around adherence to safety measures throughout the day.

Bullet Point #3 Students and staff will be advised to share impending medical concerns and be advised to remain at home, if specific symptoms are present, e.g., high fever, respiratory issues, etc. If a student or staff has a confirmed case of COVID, the lead administrator will share the finding with the health department. Additionally, the school will activate heightened cleaning for

targeted areas in the building. School closure will only be considered if there is a proliferation of cases (3 or more) in a single classroom.

Bullet Point #4 Hope Academy will utilize plastic dividers, when able, to provide students and teachers additional protection. Classroom desk spacing will be measured and set up to adhere to specific guidelines. Teachers will institute and utilize a specific protocol regarding student movement throughout the classroom. All students will remain in a central location during the school day. Students will not transition to other classes. Teachers will transition to classes. Transition schedules will be created to eliminate widespread student and staff interaction during school.

Bullet Point #5 Hope Academy will implement required and recommended processes as outlined on pg. 26 of the R2S Plan:

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

Students will eat meals at school in designated areas

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

Cafeteria staff will use barrier protection including gloves, face shields, and surgical masks while facilitating the food distribution process.

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.

Large scale assemblies of more than 50 students will be prohibited.

Off-site field trips that require bus transportation to an indoor location will be prohibited.

Recess, if approved, will be conducted outside whenever possible with appropriate social distancing for students. If more than one class is outside, students should wear facial coverings.

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

If possible, the school will offer telecasting of assemblies and other school-sanctioned events.

Hope Academy will not offer Extracurricular activities on site during phase #4.

Bullet Point #5: Describe the Academy's plans to ensure compliance with Food Service, Gathering, and Extracurricular Activities protocols identified as "Required" on page 26.

During Phase 4, Protocols for Food Service, Gatherings, and Extracurricular Activities will include the following:

“ALL” indoor assemblies/gathering that would bring together students from more than one classroom are prohibited

Students will eat at school in designated areas

If Hope Academy’s Cafetorium must be used, meal-times will 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

Students, teachers, and staff should wash hands before and after every event

If deemed feasible, school-supplied meals will be delivered to classrooms with disposable utensils

Recess will be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students will wear facial covering

If possible, Hope Academy will telecast assemblies and other school-sanctioned events

Large scale assemblies of more than 50 students are suspended

Off-site field trips that require bus transportation to an indoor location are suspended

Extracurricular activities may continue with the use of facial coverings.

BULLET POINT #6: Hope Academy will comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS)

Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant will confirm that they are healthy and without any symptoms prior to any event

All equipment must be disinfected before and after use.

Spectators **may be** 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

Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment

Handshakes, fist bumps, and other unnecessary contact must not occur

Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing

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.

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.

Hope Academy Media Center, computer labs, art, science, and other 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 after every class period

All Playground structures must continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary (Presently N/A)

Will 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. Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.

BULLET POINT #7: Hope Academy does not provide transportation for students. However, Hope Academy will use transportation services for specific student related field trips or activities. When these services are utilized, we will ensure that all students, staff and other adults will wear a face mask. We will also ensure that we maintain minimally a three feet distance while on the bus, which has been determined by the pediatric association that with the wearing of a mask three feet distance can be acceptable, if you cannot achieve six feet.

Bullet Point #8: Hope Academy will only utilize minimal denial of access to parents entering the school building as parents are very active and valued partners in the educational process of their children.

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.

Bullet 1 – As indicated in the narrative below, Hope Academy is in compliance conceptually and within the intent of all of the strongly recommended guidelines in Phase 4 of mental and social/emotional health.

Resource Team

Hope Academy has a team of four (4) full time staff, at both the Bachelors and Masters level, who are actively engaged in supporting the behavioral health needs of students and their families. The behavioral health team is required to make no less than weekly contacts with students and families who are presently on their caseload and/or identified as needing mental health support and services. Students identified as needing mental health services will continue to have access to psychiatric services using the Telehelp and/or the Zoom Pro platform process.

In response to the present pandemic, staff, students and parents have expressed feeling some level of anxiety. Therefore, the behavioral health team has developed a PowerPoint script and slides that contains prevention and intervention protocols related to stress, anxiety, and fear. The PowerPoint slides contain information and education provided to parents on how to talk to their children about the pandemic; suggestions on family activities to take place that are; fun engagement activities for kids and families to stay active; thus, reinforcing a positive outlook for the future.

The behavioral health team and the classroom teachers are in close communication, as they share information and collaborate on emerging needs of students and their families based on this phase of COVID-19.

Weekly Resource Team Meeting/Crisis Team

Hope Academy's Resource Team/Crisis Team meets weekly to discuss the needs of students. The team is comprised of the Principal, Parent Engagement Specialist, Behavioral Health Clinician, Social Worker, Parent, Restorative Practices Clinician, and the Pupil Accounting Clerk. The ultimate goal of the weekly meeting is to assess the needs in all areas; put a plan in place to meet the needs, communicate the intervention and strategy to all relevant stakeholders, evaluate progress, and determine steps as may be needed.

Comprehensive Social Work Services

Hope Academy continuously assesses the mental health and social and emotional needs of all students. Both general education social workers and a certified school social worker are part of the behavioral health environment. These services address barriers that minimize the well-being of students, hamper the joy and satisfaction of students, and limit the academic engagement and success of students.

These services are inclusive of ongoing assessment, treatment, planning, intervention strategies, and ongoing assessment of progress, and the efficacy to the intervention. Services include restorative practices intervention, a cadre of wraparound services, individual, group, and family sessions. Other services include grief counseling and addressing homelessness.

CAFAS Assessment

Hope Academy's mission is "to provide a positive, nurturing, and collaborative educational environment where we ensure the intellectual, social, and physical development of every student." Inherent in our mission is the value and desire for all students to have positive health and wellness on a daily basis; and, to experience age appropriate mental health well-being. Hope Academy is committed to meet the holistic health and well-being of all students.

To assess the extent to which students experience mental and social emotional health screening and assessment, instruments are utilized based on the needs of the student and family. For those students who have specific disabilities, have experienced trauma, and are identified with mental health challenges, the CAFAS (Child and Adolescent Functional Assessment Scale) for ages Kindergarten through 17, and the PECFAS (Pre-School and Early Childhood Assessment Scale – Pre-School Version) ages 3-7 years, depending on developmental level, are being considered for use. These topics will be administered by a trained and certified trainer.

These mental health assessment tools gather data at periodic intervals that assess functional and performance in the following areas: school and school work, home, community, behavior toward others, moods/emotions, self-harmful behavior, substance use, and thinking. These assessment tools will determine level of impairment in four (4) areas: severe impairment, moderate impairment, mild impairment, or minimal or no impairment. Consequently, the level of impairment determines the intervention strategy needed for each student. Progress is measured from observation from school and home, and subsequent assessment at every 90 day or a specific sentinel event in the life of the student.

Other Mental Health Assessments

Hope Academy, through partnership with Black Family Development, Inc., provides mental health screening utilizing a variety of screening instruments based upon the unique needs of each student. These various screening processes include weekly phone checks with both parents and students to assess their immediate need for wraparound services. Seasonal health and wellness screening is also provided to students during the Spring and Summer months, and the Fall and Winter months. These seasonal wellness checks are done to ensure that the home, health care, and environmental needs of the students and families are being met.

Other assessments include the Strength and Difficulty Questionnaire (SDQ), which is implemented as needed on students ranging from 4 years old to 17 years old. This assessment tool highlights the strengths and/or difficulties of a student in the following categories: emotional, conduct, hyperactivity, peer relations, and pro-social skills. It also measures difficulties that may interfere with home life, friendships, classroom learning, and leisure time activities.

Another assessment tool that will be launched in the Fall of 2020 is the Family Well-Being Assessment, which is modeled after the Michigan Department of Health and Human Services Resource Guide to Support Family Well-Being.

Trauma Informed Care

Many of the students of Hope Academy have experienced some level of trauma. These traumatic events may have been as a result of homelessness; the violent death of a parent, sibling, or near relational. Some trauma events may be associated with social, health, or prolonged environment stressors, not the least of which may be poverty.

Research has revealed, and we have witnessed firsthand the impact trauma has on one's mental and social/emotional health, and the impact on the student's thinking, emotions, and academic success. Therefore, Hope Academy has begun training staff on trauma, and the impact of trauma on a student's well-being and academic performance. The social worker, family therapist, and counselors have been trained on trauma and Trauma Informed Care.

Hope Academy is moving to adopt a Trauma Informed Approach to Care. In this approach, staff, students and parents will work together in a framework of wellness that will enhance care for students, improve outcomes, and advance a culture of mental and social emotional health through the adoption of trauma informed care and practice.

Provide resources for staff self-care, including resiliency strategies. The closure of schools and the mental, social, emotional and physical stressors on staff, students, and parents necessitated a quick and pivotal culture shift into intentional and strategic wellness and self-care agenda. The staff of Hope Academy are regularly encouraged to engage in self-care. The school Principal has regular "check in" sessions by Zoom. These are non-related work sessions just soliciting comments about one may be failing; what help is needed; and just to say "you matter", "you are appreciated" and "do something today that puts a smile on your face/cause you to laugh".

Hope Academy Collaborative Partnerships

As stated in the mission of Hope Academy, we value collaboration in achieving the mission of the school. We have many collaborative partners that are proven to be important partners to focus on the mental, social, and emotional health of our students and parents.

Black Family Development, Inc., a nonprofit comprehensive family service organization, has been a partner since the establishment of the school. They have four (4) full-time staff providing social work services, behavioral health services, psychiatric services, parent engagement

services, and afterschool groups for elementary age male students. Specific mental health services include the following:

- Screening, assessment and intervention
- Telehealth services with a staff psychiatric medication, as may be prescribed and medically reviewed
- Individual and group work services with a licensed social worker/therapist and/or counselor
- Weekly parent engagement services and the implementation of a best practice parent engagement model known as the Joyce Epstein Model

Wellness checks and screening are also conducted on referred families and student.

Other key partners are the City of Detroit Health Department, Wayne County Authority Health, and the Michigan Department of Health and Human Services (MDHHS). In collaboration with MDHHS and Black Family Development, Inc., a Family Well-Being Guide has been adopted and modified for school-based use. The guide helps to assess the mental, social, and emotional well-being of parents and students.

The City of Detroit and MDHHS also provides valuable information on resources that can support the needs of children and families. These resources are made available to families and staff on a regular basis.

It is the expectation of the Board of Directors and staff that students end their school day better than when the day started, be it face-to-face or virtual.

Bullet #2 – it is the intent of Hope Academy to comply with the strongly recommended guidelines as described in Phase 4 of Mental and Social/Emotional Health.

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 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.

Bullet Point #1 Hope Academy will implement all recommendations listed on 30-32 (as allowable based on staffing and funding availability).

Bullet Point #2 Hope Academy will offer face-to-face and hybrid instruction for students and families as instructional options. Based on availability of funding, all classrooms will have the technological capacity to provide hybrid instruction for students virtually; all classrooms will have audio enhancement equipment, IR receivers, large tv monitors, as well as speaker systems to ensure all students have access to synchronous learning five days a week. Each classroom will have a certified teacher, who will provide grade level content based on student academic needs, which could include intervention activities/programs.

(Hope Academy will provide academic packets as well as asynchronous learning lessons for all students, who choose virtual learning—if funding limits our ability to offer full-scale hybrid programming).

Currently, Hope Academy has distributed multiple surveys to families regarding return to school perspectives. Nearly half of the parents surveyed, up to this point, have expressed an interest in participating in full time virtual learning. These data points impact our development of options and allocation of resources.

Bullet Point #3 Hope Academy will ensure that students with specialized needs will receive services as identified in their plans. Primary and support staff will provide support in these ways:

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, etc.

Create a systematic process to ensure all compliance elements are met and adhered to (based on situational allowability).

Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.

Develop systems to monitor and track students' online attendance on a daily basis.

Assess the quality of student work and provide feedback to students and families.

Allow students to self-assess their quality of work, reflect on teacher feedback, and learning progress.

Bullet Point #4 Hope Academy will implement all protocols (based on funding and resource availability) identified on pages 30-32.

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.

Bullet Point #1 Audit necessary materials and supply chain for cleaning and disinfection supplies.

Coordinate with EMU, Wayne RESA, MDE, USDA, DHA, and local agencies for support with procurement of cleaning and disinfection supplies.

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

Alert Hope Academy maintenance 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 update guidance and procedures regarding cleaning and disinfection.

Additional and/or advanced training may be needed for custodial staff.
Custodial staff will continue deep cleaning over the summer.

Audit Hope Academy building with a focus on:

How many classrooms are available for instruction;
The size of each classroom;

Additional spaces that are available (e.g., gym, lunchroom, auditorium); and the ventilation in each classroom.

Audit review Hope Academy security protocols to decide if any process changes need to be implemented.

Hope Academy Security Staff should follow CDC protocols if/or when interacting with the general public.

Maintain facilities for in-person school operations:

Check HVAC systems at Hope Academy to ensure that they are running efficiently.

Air filters will be changed regularly.

Custodial staff should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.

Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.

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

School leaders should conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.

Procure level-1 facial coverings, including those with a transparent front, for preK-8 teachers, low-income students, and students with special needs.

Procure level-1 surgical masks for cleaning and janitorial staff.

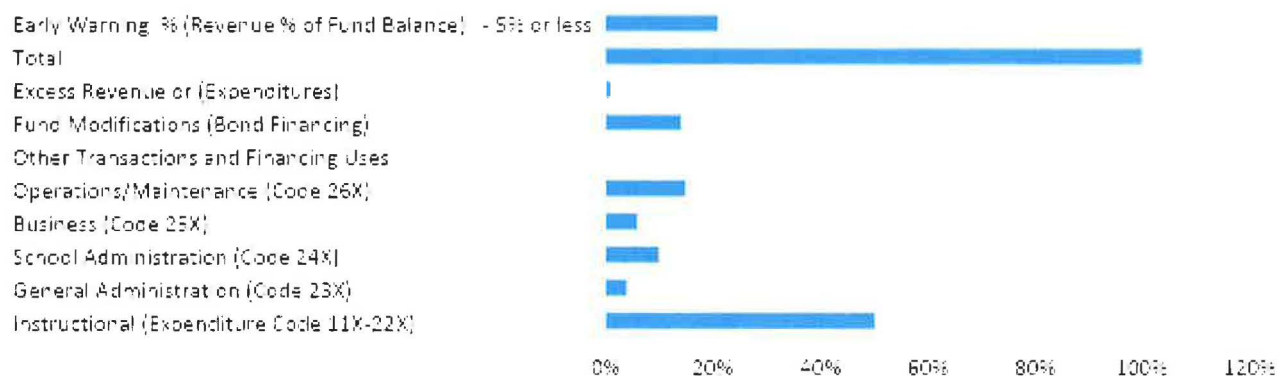
Budget – In order to assure that Hope Academy provides the most rigorous virtual Education Platform for its students, Hope Academy's 20-21 School Year Budget has been approved and is flexible enough to meet the needs of students and parents based on three Scenarios designed to mirror the Governors **Phase 1-3, IV, and V** approach to School Preparedness. These scenarios including their associated cost are based on projected; state, federal, foundational, and community services and in-kind funding. Budget projections are also based on enrollments, an assessment of historic cost, parent and teacher surveys, and trending COVID-19 cost experienced during the 19-20 school year.

Hope Academy's financial management policy is designed to actuate and track budgeted cost to actuals in order to assure effective change management for whatever Phase Scenario the

Academy is operating under. **Hope Academy's Phase IV**, budgeting plan includes a reallocation of expenditures related to; **Instruction**- including Basic Programs and Added Needs – where in **Phase 1-3** this allocation was slightly higher based on the cost projected for 100% virtual learning. **In Phase IV** those costs were reduced to support an instructional platform which provides for both virtual and in school learning. **Support**- including School Social Work, Education Improvement – including professional development in virtual instruction, Educational Media – including virtual class instruction supported by IT Staff, integrated and networked software, and hardware and 24-7 technical support., General Administration- including legal, auditing, School Administration, Business and Fiscal Services, Operations Maintenance , Community Services , and Debt Service Obligations. **Where in Phase 1-3** these costs were slightly lower they have been increased to account for the increase in legal counsel related to COVID-19 regulations and for the increased in building maintenance related to the increase in staff, students and vendors that may occupy the building at any given time.

Tables B.1.B and B.2.B, below provides data on Hope Academy's Budget Distributions by Department. As is illustrated, during **Phase IV** Hope Academy will still invest the largest percent of its funding in Instructional Services however there were additional increases needed for Operations and Maintenance and General Administration, all requiring increased allocations in a COVID-19 environment. Based on the Academy's 19-20 experience with COVID-19 related cost, the areas most impacted by a COVID-19 **Phase IV** environment are highlighted in yellow in the Table B.2.B below. What this means is that the Academy's 20-21 budget for a Phase IV Scenario will still allow for flexibility in line items and departments to absorb the cost curve related to COVID-19 scenarios while maintaining MDE's early warning percentage requirements.

Table B.1.B. Hope Academy District 20-21 Budget Appropriations Percentage



**Table B.2.B. Hope Academy District Budget Appropriations for 2020-21 Student Blended Enrollments
PreK-8 Blended 551**

Departments	Budgeted Percentage	Hope Academy Dollars/FTE
Instructional (Expenditure Code 11X-22X)	51%	\$ 4,421.47
General Administration (Code 23X)	4%	\$ 346.78
School Administration (Code 24X)	10%	\$ 866.95
Business (Code 25X)	6%	\$ 520.17
Operations/Maintenance (Code 26X)	14%	\$ 1,213.74
Other Transactions and Financing Uses		
Fund Modifications (Bond Financing)	14%	\$ 1,213.74
Excess Revenue or (Expenditures)	1%	\$ 86.70
Total:	100%	\$ 8,669.55
Early Warning % (Revenue % of Fund Balance) - 5% or less	21%	

Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders. Information provided by the Academy's Law Firm is disseminated to parents, students, instructional and administrative staff, including posters, handouts, surveys and FAQ's.

Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars. Hope Academy's Procurement and Budgeting Policies require routine discussions on budget cost, and variances with its administrative staff. These discussions happen through a variety of ways including; budget training, interim financial reporting, approval of purchase orders and vendor contracts based on budgeted expenditures, quarterly analysis of cost, and budget amendments based on funding, and enrollments. In addition to training on accounting for State Aid, Funding, Hope Academy's Procurement and Budgeting Policies also require staff to be trained on the proper use of Federal; Title I, II, IV, IDEA and ESSER grant costs including allowable and unallowable cost.

Provide instructional resources and materials to staff and students as feasible – Hope Academy's 20-21 budget Phase IV Scenario allows for cost associated with supplies and materials needed to support a an instructional platform that provides for virtual and in school learning, including; take home homework assignment packages, online and in-school learning tools for students, professional development for instructional staff in areas of virtual classrooms. The budget also provides for virtual classroom technology including laptops and notebooks for students and staff. The budget also includes software, and hardware integration and support and provides for the increased PPE cost for the increase is staff, students and vendors working in the school building. Funding for these costs are provided through the Academy's ESSER/CARES Act, State Aid, Foundational and Fundraising efforts.

Food Service

During Phase 4, Protocols for Food Service, Gatherings, and Extracurricular Activities will include the following:

“ALL” indoor assemblies/gathering that would bring together students from more than one classroom are prohibited

Students will eat at school in designated areas

If Hope Academy’s Cafetorium must be used, meal times will 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

Students, teachers, and staff should wash hands before and after every event

If deemed feasible, school-supplied meals will be delivered to classrooms with disposable utensils

Recess will be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students will wear facial covering

If possible, Hope Academy will telecast assemblies and other school-sanctioned events

Large scale assemblies of more than 50 students are suspended



































































Off-site field trips that require bus transportation to an indoor location are suspended













































Extracurricular activities may continue with the use of facial coverings.

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

Staffing - 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).

Staffing Based on instructional programming – During Phase IV staffing costs are based on instructional staff providing both virtual and in school instruction, with an increased complement of essential staff providing maintenance and administrative service in the school building. **Table B.3** below illustrates the plan for staffing during all Phases on instruction. While staff will be working in this dual environment, and while their daily instruction schedule will be modified, staff will continue to receive their normal bi-weekly compensation and benefits. Funding for these costs are provided through State Aid and Federal Grants.

B.3. Hope Academy Staffing Plan					
 Minimum Capacity  Medium Capacity  Full Capacity					
Position	#	Grade	Phase I-3 100% Virtual Instruction	Phase IV - Virtual and In School Instruction	Phase V In School Instruction
Instruction Staff					
Teachers	1	Pre K			
Teachers	2	K			
Teachers	2	1			
Teachers	2	2			
Teachers	2	3			
Teachers	2	4			
Teachers	2	5			
Teachers	3	6			
Teachers	3	7			
Teachers	3	8			
Math Specialist	2	K-8			
Science Specialist	1	K-8			
Special Ed – ELA	2	K-8			
Phys Ed	1	K-8			
Music	1	K-8			
Art	1	K-8			
Substitute Teachers	3	K-8	 As Needed	 As Needed	 As Needed
Aide	1	PreK			
Aide	1	K-4			
Aide	1	5-6			
Aide	1	7-8			

B.3. Hope Academy Staffing Plan -Cont.					
 Minimum Capacity  Medium Capacity  Full Capacity					
Position	#	Grade	Phase I-3 100% Virtual Instruction	Phase IV - Virtual and In School Instruction	Phase V In School Instruction
Support Staff					
School Social Worker					
Information Technology					
Administrative Staff					
Superintendent	1				
Principal	1				
Assistant Principal	1				
PreK Director	1				
Pupil Accountant	1				
Administrative Assistant	1				
Receptionist	1				
Contractors					
Maintenance	4				
Clinical Support	2				
Security	3				
Food Service	3				
Operations Vendors					

Recruit, interview and hire new staff. Consider redeploying underutilized staff to serve core needs. Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services. Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely. Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.

Student transportation and attendance should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation). Support schools in conducting staff and student outreach to understand who is coming back.

For students, this should include those with preexisting conditions who may need a remote learning environment.

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

Inventory how many substitute teachers are available. Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) 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.

Bullet Point #2 A technology needs assessment (for families) is done on a monthly basis. Currently, all parents have access to the school portal, school administration contact information, and office staff contact information to identify any technological needs of students/families. Hope Academy provides devices for all students/families who identify a need. Hope Academy provides all students/families access to technology, as needed, as well as hotspot technology. Hope Academy has a running record of device distribution and need as well as a distribution/retrieval schedule (as needed).

Bullet Point #3 Hope Academy will revert back to phase 1-3 processes to execute the instructional program. All students who do not have devices will be allowed to pick up and check out devices according to the Hope Academy distribution schedule. All staff will be provided an updated instructional schedule to utilize for virtual instruction. Global communication will be shared with all community stakeholders outlining essential information regarding the pivot to online learning.

Bullet Point #4 Hope Academy will implement all protocols as advised on pg. 33-36 (where able and capable based on funding and personnel).

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 will not implement.

Bullet Point #1 Hope Academy will follow all of the recommended guidelines outlined in pages 38-44

https://www.michigan.gov/documents/whitmer/MI_Safe_Schools_Roadmap_FINAL_695392_7.pdf
(based on funding, resource and staffing availability).

Hope Academy will continue to address the cleaning and maintenance needs of the facility by conducting on-going monitoring, auditing resources, conducting walkthroughs, addressing all concerns, and emergencies immediately or as soon as possible. The cleaning routines that have been established in the lower phases will continue to be followed. Our overall goal is to maintain a high level of cleanliness throughout our facility and professionalism among the maintenance team. We are always open to new ideas, strategies and resources for maintaining a clean, safe, and healthy educational environment. We will also continue to adhere to the listing indicated below:

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

Coordinate with EMU, Wayne RESA, MDE, USDA, DHA, and local agencies for support with procurement of cleaning and disinfection supplies.

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

Alert Hope Academy maintenance 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 update guidance and procedures regarding cleaning and disinfection.

Additional and/or advanced training may be needed for custodial staff.
Custodial staff will continue deep cleaning over the summer.

Audit Hope Academy building with a focus on:

- How many classrooms are available;
- The size of each classroom;
- Additional spaces that are available (e.g., gym, lunchroom, auditorium); and the ventilation in each classroom.

Audit review Hope Academy security protocols to decide if any process changes need to be implemented.

Bullet Point #2 Phase operations will remain the same, insofar as all resources and processes will remain onsite to support students and staff in the event of a resurgence of COVID. What will change specifically is the utilization of custodial services (will be reduced), the execution of cleaning protocols (will be relaxed), and the purchasing of bulk supplies (based on execution strategies).

Bullet Point #3 Hope Academy will implement all recommended strategies as outlined in the R2S roadmap (as allowed by funding and personnel).

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.

Bullet Point #1 Hope Academy will implement all of the recommendations identified on pg. 45, which includes the following:

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.

As indicated in the narrative below, Hope Academy is in compliance conceptually and within the intent of all of the strongly recommended guidelines in Phase 4 of mental and social/emotional health.

Resource Team

Hope Academy has a team of four (4) full time staff, at both the Bachelors and Masters level, who are actively engaged in supporting the behavioral health needs of students and their families. The behavioral health team is required to make no less than weekly contacts with students and families who are presently on their caseload and/or identified as needing mental health support and services. Students identified as needing mental health services will continue to have access to psychiatric services using the Telehelp and/or the Zoom Pro platform process.

In response to the present pandemic, staff, students and parents have expressed feeling some level of anxiety. Therefore, the behavioral health team has developed a PowerPoint script and slides that contains prevention and intervention protocols related to stress, anxiety, and fear. The PowerPoint slides contain information and education provided to parents on how to talk to their children about the pandemic; suggestions on family activities to take place that are; fun engagement activities for kids and families to stay active; thus, reinforcing a positive outlook for the future.

The behavioral health team and the classroom teachers are in close communication, as they share information and collaborate on emerging needs of students and their families based on this phase of COVID-19.

Weekly Resource Team Meeting/Crisis Team

Hope Academy's Resource Team/Crisis Team meets weekly to discuss the needs of students. The team is comprised of the Principal, Parent Engagement Specialist, Behavioral Health Clinician, Social Worker, Parent, Restorative Practices Clinician, and the Pupil Accounting Clerk. The ultimate goal of the weekly meeting is to assess the needs in all areas; put a plan in place to meet the needs, communicate the intervention and strategy to all relevant stakeholders, evaluate progress, and determine steps as may be needed.

Comprehensive Social Work Services

Hope Academy continuously assesses the mental health and social and emotional needs of all students. Both general education social workers and a certified school social worker are part of the behavioral health environment. These services address barriers that minimize the well-being of students, hamper the joy and satisfaction of students, and limit the academic engagement and success of students.

These services are inclusive of ongoing assessment, treatment, planning, intervention strategies, and ongoing assessment of progress, and the efficacy to the intervention. Services include restorative practices intervention, a cadre of wraparound services, individual, group, and family sessions. Other services include grief counseling and addressing homelessness.

CAFAS Assessment

Hope Academy's mission is "to provide a positive, nurturing, and collaborative educational environment where we ensure the intellectual, social, and physical development of every student." Inherent in our mission is the value and desire for all students to have positive health and wellness on a daily basis; and, to experience age appropriate mental health well-being. Hope Academy is committed to meet the holistic health and well-being of all students.

To assess the extent to which students experience mental and social emotional health screening and assessment, instruments are utilized based on the needs of the student and family. For those students who have specific disabilities, have experienced trauma, and are identified with mental health challenges, the CAFAS (Child and Adolescent Functional Assessment Scale) for ages Kindergarten through 17, and the PECFAS (Pre-School and Early Childhood Assessment Scale – Pre-School Version) ages 3-7 years, depending on developmental level, are being considered for use. These topics will be administered by a trained and certified trainer.

These mental health assessment tools gather data at periodic intervals that assess functional and performance in the following areas: school and school work, home, community, behavior toward others, moods/emotions, self-harmful behavior, substance use, and thinking. These assessment tools will determine level of impairment in four (4) areas: severe impairment, moderate impairment, mild impairment, or minimal or no impairment. Consequently, the level of impairment determines the intervention strategy needed for each student. Progress is measured from observation from school and home, and subsequent assessment at every 90 day or a specific sentinel event in the life of the student.

Other Mental Health Assessments

Hope Academy, through partnership with Black Family Development, Inc., provides mental health screening utilizing a variety of screening instruments based upon the unique needs of each student. These various screening processes include weekly phone checks with both parents and students to assess their immediate need for wraparound services. Seasonal health and wellness screening is also provided to students during the Spring and Summer months, and the Fall and Winter months. These seasonal wellness checks are done to ensure that the home, health care, and environmental needs of the students and families are being met.

Other assessments include the Strength and Difficulty Questionnaire (SDQ), which is implemented as needed on students ranging from 4 years old to 17 years old. This assessment tool highlights the strengths and/or difficulties of a student in the following categories: emotional, conduct, hyperactivity, peer relations, and pro-social skills. It also measures difficulties that may interfere with home life, friendships, classroom learning, and leisure time activities.

Another assessment tool that will be launched in the Fall of 2020 is the Family Well-Being Assessment, which is modeled after the Michigan Department of Health and Human Services Resource Guide to Support Family Well-Being.

Trauma Informed Care

Many of the students of Hope Academy have experienced some level of trauma. These traumatic events may have been as a result of homelessness; the violent death of a parent, sibling, or near relational. Some trauma events may be associated with social, health, or prolonged environment stressors, not the least of which may be poverty.

Research has revealed, and we have witnessed first-hand the impact trauma has on one's mental and social/emotional health, and the impact on the student's thinking, emotions, and academic success. Therefore, Hope Academy has begun training staff on trauma, and the impact of trauma on a student's well-being and academic performance. The social worker, family therapist, and counselors have been trained on trauma and Trauma Informed Care.

Hope Academy is moving to adopt a Trauma Informed Approach to Care. In this approach, staff, students and parents will work together in a framework of wellness that will enhance care for students, improve outcomes, and advance a culture of mental and social emotional health through the adoption of trauma informed care and practice.

Provide resources for staff self-care, including resiliency strategies. The closure of schools and the mental, social, emotional and physical stressors on staff, students, and parents necessitated a quick and pivotal culture shift into intentional and strategic wellness and self-care agenda. The staff of Hope Academy are regularly encouraged to engage in self-care. The school Principal has regular "check in" sessions by Zoom. These are non-related work sessions just soliciting comments about how one may be feeling; what help is needed; and just to say "you matter", "you are appreciated" and "do something today that puts a smile on your face/cause you to laugh".

Hope Academy Collaborative Partnerships

As stated in the mission of Hope Academy, we value collaboration in achieving the mission of the school. We have many collaborative partners that are proven to be important partners to focus on the mental, social, and emotional health of our students and parents.

Black Family Development, Inc., a nonprofit comprehensive family service organization, has been a partner since the establishment of the school. They have four (4) full-time staff providing social work services, behavioral health services, psychiatric services, parent engagement services, and afterschool groups for elementary age male students. Specific mental health services include the following:

- Screening, assessment and intervention
- Telehealth services with a staff psychiatric medication, as may be prescribed and medically reviewed
- Individual and group work services with a licensed social worker/therapist and/or counselor
- Weekly parent engagement services and the implementation of a best practice parent engagement model known as the Joyce Epstein Model

Wellness checks and screening are also conducted on referred families and student.

Other key partners are the City of Detroit Health Department, Wayne County Authority Health, and the Michigan Department of Health and Human Services (MDHHS). In collaboration with MDHHS and Black Family Development, Inc., a Family Well-Being Guide has been adopted and modified for school-based use. The guide helps to assess the mental, social, and emotional well-being of parents and students.

The City of Detroit and MDHHS also provides valuable information on resources that can support the needs of children and families. These resources are made available to families and staff on a regular basis.

It is the expectation of the Board of Directors and staff that students end their school day better than when the day started, be it face-to-face or virtual.

Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams. a Provide all staff with timely, responsive, and ongoing training/PD 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.

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.

Establish a comprehensive crisis management plan that leverages available internal and external/community-based resources, which can be activated efficiently as needed following an acute incident (e.g., loss of student, loss of a school staff member).

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 district, local public health agencies, and community partners.

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

Activate communication channels for district stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).

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

Hope Academy will support the Destigmatization of COVID-19 through parent group sessions, staff development and marketing and information materials that will be shared with parents and staff. An understanding of the Hope Academy normal behavioral response to crisis will be shared with parents through the ongoing parent group meetings via zoom and individual one on one intervention sessions via zoom and/or telephone. Hope Academy staff will gain greater understanding through the weekly staff check ins and staff meetings which are occurring via zoom. Hope Academy provides general best practices of talking through trauma with children; this process has been occurring routinely with families via weekly telephone communication(s) and weekly parent group meetings via zoom.

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.

Bullet Point #1

Hope Academy will implement all of the recommended protocols as outlined on pg. 46-48. The key tenets of which for student learning are:

Every student will have access to standards-aligned, grade level instruction, including strategies to accelerate student learning; every student will be assessed to determine student readiness to engage in grade-level content; and every student will be offered scaffolds and supports to meet their diverse academic and social emotional needs.

Hope Academy, in Phase 5, will begin to expand instructional options for students and families. Extracurricular opportunities will be reinstated for students (based on capacity and resources). After school programs will be re-established (based on capacity and resources). School wide assemblies and community events will be reinstated (based on a set of approved parameters).

Bullet Point #2

All instructional staff will receive ongoing professional development virtually and/or in-person. All instructional staff will be given the opportunity through DPD to meet the required number of professional development hours for the school year. Hope Academy provides a structured, carefully orchestrated data-driven system for professional learning that promotes collegial support, aids in assessing instructional practices and provides research-based (instructional) program support in order to raise student achievement. Professional learning/development is embedded and ongoing. It is provided to help build the capacity of educators and is a key to our educational program. Effective professional learning/development focuses on data to inform our teaching and learning -- which ultimately improves our instructional effectiveness.

The academy’s professional learning/development is intentional and is derived from student data. We continue to develop teacher effectiveness through our school wide instructional strategies: Reciprocal Teaching, Close Reading, Gradual Release Method, Cornell Notes and Frayer Model, along with Differentiated Instruction professional learning from Dr. Hasty. These six instructional strategies are aligned with the academy’s comprehensive instructional program. The

staff has also received training from the Detroit Children's Fund (DCF) on the Classroom Visit Tool (CVT), which includes training on focused instruction, classroom management, higher order thinking strategies, and more.

A critical component of our communication and family support is Hope Academy's Parent Involvement/Engagement Program, Parents R.O.A.R -- Realizing Our Ability to Revolutionize. Parents R.O.A.R. offers Hope Academy's parents educational information, workshops, and guidance to help their children in the areas of academics, attendance, and behavior. Additionally, it provides Hope Academy parents with resources to help improve their quality of life such as housing, food, clothing, technology devices, bus passes for travel to school, classroom school supplies and extra-curricular school supplies. To provide additional support to families, we have also increased our parent meetings to weekly during the summer of 2020. Parents R.O.A.R. has hosted valuable workshops educating parents on the following topics: Michigan's new 3rd Grade Reading Law, How To Build A Stronger Family Bond, Hands-on Learning Activities With Your Children, and more. Hope Academy's Educational Program is a village that, in addition to our school faculty and support services teams including Wayne RESA, EMU, and outside agencies, includes active parental support and community.

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.

Bullet Point #1 Budget – In order to assure that Hope Academy provides the most rigorous virtual Education Platform for its students , Hope Academy’s 20-21 School Year Budget has been approved and is flexible enough to meet the needs of students and parents based on three Scenarios designed to mirror the Governors **Phase 1-3, IV, and V** approach to School Preparedness. These scenarios including their associated cost are based on projected; state, federal, foundational, and community services and in-kind funding. Budget projections are also based on, enrollments, an assessment of historic cost, parent and teacher surveys, and trending COVID-19 cost experienced during the 19-20 school year.

Hope Academy’s financial management policy is designed to actuate and track budgeted cost to actuals in order to assure effective change management for whatever Phase Scenario the Academy is operating under. **Hope Academy’s Phase IV**, budgeting plan includes a reallocation of expenditures related to; **Instruction**- including Basic Programs and Added Needs – where in **Phase IV** this allocation was slightly higher based on the cost projected for an instructional platform that provided for both virtual and in –school learning. **In Phase V**, those cost were reduced to support an instructional platform which provides for the return of all student to in school learning. **Support**- including School Social Work, Education Improvement – including professional development and the addition of extra curricula activities., Educational Media – including in school class instruction supported by IT Staff, integrated and networked software, and hardware and 24-7 technical support., General Administration- including legal, auditing, School Administration, Business and Fiscal Services, Operations Maintenance , Community Services , and Debt Service Obligations. **Where in Phase IV** these cost were slightly lower they have been increased to allow for the increase PPE, extra curricula activities, and building maintenance related to the increase in staff, students and vendors that may occupy the building at any given time.

Tables B.1.C and B.2.C, below provides data on Hope Academy’s Budget Distributions by Department. As is illustrated, during **Phase V** Hope Academy will still invest the largest percent of its funding in Instructional Services however in this **Phase V** scenario there were additional increases needed for extra curricula activities, and operations and maintenance for PPE as a result of increased activity and proactive planning. Based on the Academy’s 19-20 experience with COVID-19 related cost, areas most impacted by a COVID-19 **Phase V** environment are highlighted in yellow in the Table B.2.C below. What this means is that the Academy’s 20-21 budget for a Phase V Scenario will still allow for flexibility in line items and departments to absorb the cost curve related to COVID-19 scenarios while maintaining MDE’s early warning percentage requirements.

Table B.1.C Hope Academy District 20-21 Budget Appropriations
Percentage

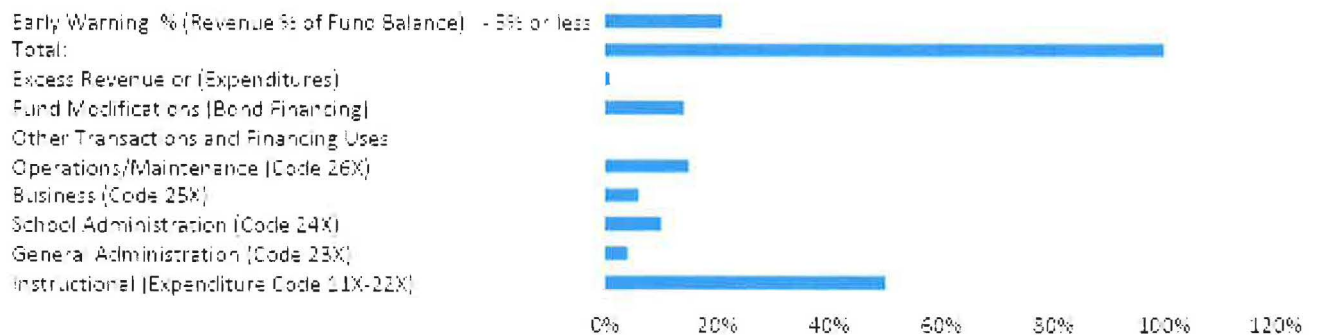


Table B.2.C Hope Academy District Budget Appropriations for 2020-21 Student Blended Enrollments
PreK-8 Blended 551

Departments	Budgeted Percentage	Hope Academy Dollars/FTE
Instructional (Expenditure Code 11X-22X)	50%	\$ 4,334.77
General Administration (Code 23X)	4%	\$ 346.78
School Administration (Code 24X)	10%	\$ 866.95
Business (Code 25X)	6%	\$ 520.17
Operations/Maintenance (Code 26X)	15%	\$ 1,300.43
Other Transactions and Financing Uses		
Fund Modifications (Bond Financing)	14%	\$ 1,213.74
Excess Revenue or (Expenditures)	1%	\$ 86.70
Total:	100%	\$ 8,669.55
Early Warning % (Revenue % of Fund Balance) - 5% or less	21%	

Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders. Information provided by the Academy's Law Firm is disseminated to parents, students, instructional and administrative staff, including posters, handouts, surveys and FAQ's.

Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars. Hope Academy's Procurement and Budgeting Policies require routine discussions on budget cost, and variances with its administrative staff. These discussions happen through a variety of ways including; budget training, interim financial reporting, approval of purchase orders and vendor contracts based on budgeted expenditures, quarterly analysis of cost, and budget amendments based on funding, and enrollments. In addition to training on accounting for State Aid, Funding,

Hope Academy's Procurement and Budgeting Policies also require staff to be trained on the proper use of Federal; Title I, II, IV, IDEA and ESSER grant costs including allowable and unallowable cost.

Provide instructional resources and materials to staff and students as feasible – Hope Academy's 20-21 budget Phase V Scenario allows for cost associated with supplies and materials needed to support a an instructional platform that provides for virtual and in school learning, including; take home homework assignment packages, online and in-school learning tools for students, professional development for instructional staff. The budget also provides for virtual classroom technology including laptops and notebooks for students and staff. The budget also includes software, and hardware integration and support and provides for the increased PPE cost for the increase is staff, students and vendors working in the school building. Funding for these costs are provided through the Academy's ESSER/CARES Act, State Aid, Foundational and Fundraising efforts.

Food Service, Enrollment, Communicate any student enrollment or attendance policy changes with school staff and families.

Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders. Information provided by the Academy's Law Firm is disseminated to parents, students, instructional and administrative staff, including posters, handouts, surveys and FAQ's.
































































Staffing Recommended Before Schools Open for In-Person Instruction

Staffing Based on instructional programming – During Phase V staffing costs are based on instructional staff providing full capacity in school , with an increased complement of essential staff providing maintenance and administrative service in the school building. **Table B.3** below illustrates the plan for staffing during all Phases on instruction. While staff will now be working 100% of time providing in school instruction including extracurricular activities and will continue to receive their normal bi-weekly compensation and benefits. Funding for these costs are provided through State Aid and Federal Grants.

B.3. Hope Academy Staffing Plan
 Minimum Capacity

 Medium Capacity

 Full Capacity

Position	#	Grade	Phase I-3 100% Virtual Instruction	Phase IV - Virtual and In School Instruction	Phase V In School Instruction
Instruction Staff					
Teachers	1	Pre K			
Teachers	2	K			
Teachers	2	1			
Teachers	2	2			
Teachers	2	3			
Teachers	2	4			
Teachers	2	5			
Teachers	3	6			
Teachers	3	7			
Teachers	3	8			
Math Specialist	2	K-8			
Science Specialist	1	K-8			
Special Ed – ELA	2	K-8			
Phys Ed	1				
Music	1	K-8			
Art	1	K-8			
Substitute Teachers	3	K-8	 As Needed	 As Needed	 As Needed
Aide	1	PreK			
Aide	1	K-4			
Aide	1	5-6			
Aide	1	7-8			

B.3. Hope Academy Staffing Plan -Cont.					
			 Minimum Capacity	 Medium Capacity	 Full Capacity
Position	#	Grade	Phase I-3 100% Virtual Instruction	Phase IV - Virtual and In School Instruction	Phase V In School Instruction
Support Staff					
School Social Worker					
Information Technology					
Administrative Staff					
Superintendent	1				
Principal	1				
Assistant Principal	1				
PreK Director	1				
Pupil Accountant	1				
Administrative Assistant	1				
Receptionist	1				
Contractors					
Maintenance	4				
Clinical Support	2				
Security	3				
Food Service	3				
Operations Vendors					

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).

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 with a teaching license, support staff without a teaching license, full-time nurses, part-time nurses, school counselors, etc. α 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. Assess need for new or additional positions with a specific focus on student and staff wellness, but also including technology support.

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. Recruit, interview and hire new staff. α Consider redeploying underutilized staff to serve core needs. Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services. α Communicate any student enrollment or attendance policy changes with school leaders, and families. α Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.

Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs. Inventory how many substitute teachers are available.

Build and send back to school communications to all relevant stakeholders (i.e., parents or guardians, school staff) and include updates across all workflows.

Verify that student and staff handbooks and planners are printed and ready for distribution. Create a master list of any changes to distribute at the first staff meeting.

**The needs of our students and staff are our primary obligation,
and has guided the development, and will guide the execution, of this plan.**