

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

ACADEMY FOR BUSINESS & TECHNOLOGY (the “Academy”)

A regular meeting of the Academy Board of Directors was held on the 10th day of August, 2020, at 5:00 p.m.

The meeting was called to order at 5:19 p.m. by Board Member Renee Newman

Present: John White, Lynette Wright

Absent: Dave Vincent, Tammy Smith

The following preamble and resolution were offered by Board Member John White and supported by Board Member Lynette Wright:

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.

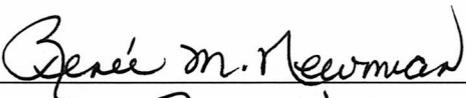
THE ACADEMY BOARD THEREFORE RESOLVES THAT:

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: 3

Nays: Ø

Resolution declared adopted.



Print Name: Renee Newman

~~Secretary~~, Academy Board

President 8-10-20



Academy for Business and Technology COVID-19 Preparedness and Response Plan

Name of School: Academy for Business and Technology

Address of School District: 19625 Wood St., Melvindale, MI 48122

District Code Number: 82921

Building Code Number(s): 08435; 09332

District Contact Person: Carmen Willingham

District Contact Person Email Address: carmen.willingham@leonagroup.com

Local Public Health Department: Wayne County Health Department

Local Public Health Department Contact Person Email Address:
ccamilleri@waynecounty.com

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Eastern Michigan University

Date of Adoption by Board of Directors: 8/10/2020

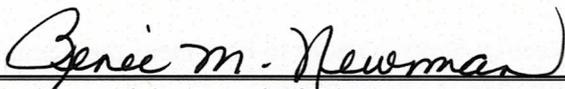


Preparedness Plan Assurances

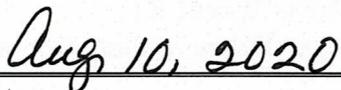
- The Academy will cooperate with local public health authorities if a confirmed case of COVID-19 is identified and, in particular will collect the contact information for any close contacts of the affected individual from two days before he or she shows symptoms to the time when he or she was last present at the Academy.
- The Academy acknowledges that it is subject to the rules governing workplace safety established in section 1 of Executive Order 2020-114 or any successor order, and has adopted a Workplace Preparedness Plan. [A copy of this plan is attached.](#)
- The Academy will be or is closed to in-person instruction when the region in which it is located is in Michigan Safe Start Plan **Phase 1, 2, or 3**.
- The Academy 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 employees 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 Academy 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 Academy will comply with guidance from the United States Department of Education, including its Office of Civil Rights and office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- The Academy 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 from birth through age 26. This assurance includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.



- The Academy 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 Academy 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).
- During all phases of the *Michigan Safe Start Plan* the Academy will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement if applicable.
- The Academy prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan **Phase 4**.
- The Academy 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.



President of the Board of Directors



Date



Preparedness Plan Introduction

School Community Introduction of Efforts to Date

During the initial school closure, the Academy for Business and Technology District utilized a hybrid model of instruction using hard copy instructional packets and online learning platforms. Each building implemented the following procedures:

- ABTE (K-5): For those students that had internet access, but didn't have a device, devices were made available. Students without internet access had access to instructional materials through an instructional packet. All students that needed access to materials such as paper, pencils, and crayons, were made available to families that didn't have them.
- ABTMS/HS (6-12): For those students that had internet access and a device, online platforms were utilized to assign work, collect assignments, and provide feedback and instruction. Students without internet access had access to instructional materials through an instructional packet. Necessary materials, such as paper and pencils, were made available to families that did not have them.

The following alternative modes of instruction were utilized in order to best meet the needs of our students during the time when in-person instruction is not an option:

- Instruction and/or materials provided by intermediate districts Wayne RESA
- Instruction and/or materials provided by community colleges Wayne County Community College (ABTMS/HS)
- Use of online learning (ABTMS/HS)
- Utilizing telephone communications (BrightArrow) to share pertinent instructional information with students and families (ABTMS/HS)
- Utilizing email to share pertinent instructional information with students and families (ABTMS/HS)
- Utilizing virtual instruction
- Utilizing videos for instruction
- Utilizing slideshows for instruction
- Implementing project-based learning opportunities (ABTMS/HS)
- Utilizing instructional packets

Our teachers were encouraged to utilize the modes of learning that worked best for their students



with considerations given to the age of the students and their overall familiarity with the tools needed to actively engage in the learning.

The following steps have been taken to ensure that all students have access to the forms of electronic instruction indicated.

- Student devices were distributed based on need as determined through a survey, 5277 Calhoun St. Dearborn, MI 48126 on April 21st and April 23rd.
 - This information was shared through recorded phone calls to each family on April 20th. (ABTE)
 - This information is provided on all district and school websites.
 - Please note that precautions were taken to ensure that CDC guidelines regarding social distancing were followed.
- Information regarding opportunities to obtain free or low cost Internet access were shared with families. This information was also shared via automated phone messaging on April 20th, and posted on all district and school websites.
 - <https://sites.resa.net/infotech/personal-internet-access/>
 - Whenever appropriate, teachers are asked to share instructional packets with students who may not otherwise have access. These materials are emailed by the teacher to Instructional Coaches who will print the packets and make available for pick-up, delivery, or by mail.

The Academy for Business and Technology remains committed to keeping our students at the center of all that we do. The public health crisis has only strengthened our stance. Our district is committed to educating the Whole Child. We have embraced the [Whole School, Whole Community, Whole Child \(WSCC\) Model](#), which is the CDC's framework for addressing health in schools. We are intentionally focused on our students and emphasize the collaboration between schools, communities, public health, and health care sectors for the purpose of better aligning resources in support of the whole child.

Now, more than ever, we are striving to be intentional in our outreach to continue building relationships and maintain connections. We are committed to do all we can to help students feel safe and valued. To that end, we commit to the following:

- Plan for Student Learning: Building on individual students' strengths, interests, and needs and using this knowledge to positively affect learning.
- Develop a Weekly Plan and Schedule: Offering routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- Contact Families: Partnering to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. We have considered the [guidance from COSN](#) when creating this plan. We will provide translations as necessary.
 - Class Dojo/Google Classroom - communication daily (At least twice weekly)
 - Weekly individual phone class calls



- Technology Plan: Assisting students and their families to overcome the technology access gap by providing access to tech devices (Chromebooks) and making families aware of internet access options available to them.

In terms of food service, our district participates in the Community Eligibility Program, which means all our students qualify for free lunch. During the public health crisis, all students have been eligible for food distribution.

Our distribution plan includes having meals available on each school site and at bus stops, every Monday. Students are provided with 5 lunches at a time. Steps have been taken to ensure social distancing and protect district staff and families. Food distribution is currently continuing this summer at our school buildings through the Meet Up and Eat Up program.

School Mission, Vision and Core Values

Mission Statement

The Academy for Business & Technology School District will prepare students for the 21st Century by engaging all learners in meaningful educational experiences that will develop a growth mindset and meet the highest educational and ethical standards in a caring, collaborative learning community supported through partnerships with parents and families, businesses, civic organizations, and higher education.

Vision Statement

Academic Success For All!

Statement of Beliefs

The belief of the Academy for Business & Technology District is that all young people should be equipped to think critically so they can become inspired leaders solving issues facing their own lives, communities and our global society.

ABT Believes...

- all students are capable of unlimited growth when actively engaged in learning.
- in teachers and paraeducators that are truly and fully committed to teaching and reaching the *whole* child/student, creating an atmosphere of unconditional love and family, a village within a learning community
- in working hard to prepare our students to become lifelong learners, responsible and caring adults that will become prosperous citizens in their communities.
- in creating a positive and safe learning environment where all students can continue to hunger for knowledge through education.
- in a standards-based curriculum that is challenging, rigorous and student-centered.



- in partnering with the community by establishing trust, open communication and collaboration that will assist staff, its students and families in becoming more successful academically and in life as a whole.

Guiding Principles

The following principles were identified to guide our team when developing the Academy's Preparedness Plan.

Keep Students at the Center-Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

- Plan for Student Learning: Build on each student's strengths, interests, and needs and use this knowledge to positively affect learning.
- Develop a Weekly Plan and Schedule: Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- Contact Families: Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

Design Learning for Equity and Access-Plan and deliver content in multiple ways so all students can access learning.

- Teach Content: Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- Deliver Flexible Instruction: Consider how to deliver content depending on tools and resources accessible to each student.

Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.

- Engage Families: Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

Assess Student Learning-Manage and monitor student learning and plan what's next for learning including the potential need for summer and supplemental learning.

- Check Student Learning: Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.



- Make Instructional Adjustments: Use formative assessment results to guide educators' reflection on effectiveness of instruction and to determine next steps for student learning.
- Engage Families: Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.



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

Safety Protocols Phase 1, 2, or 3

Safety Protocols Overview:

During Phase 1, 2 or 3 of the Michigan Safe Start Plan, the Academy's school building will be closed to everyone except:

1. Employees or contractors necessary to conduct minimum basic school operations consistent with this Plan, including those employees or contractors necessary to facilitate alternative modes of instruction, such as distributing materials, and equipment, or performing other necessary in-person functions.
2. Food-service workers preparing food for distribution to students or their families.
3. Licensed child-care providers and the families they serve.

In addition, the Academy will suspend athletics, after-school activities, inter-school activities, and busing.

Food Service:

During Phase 1, 2 or 3 of the Michigan Safe Start Plan the Academy plans to ensure continued food distribution to eligible students.

Our district participates in the Community Eligibility Program, which means all our students qualify for free breakfast and lunch. During the public health crisis, all students have been eligible for food distribution.

Our current distribution plan includes distribution at each school site every Monday. In addition, we will distribute lunches at the bus stop locations Monday through Friday. Students are provided with 5 lunches at a time.

Steps have been taken to ensure social distancing and protect district staff and families.

We will provide food distribution services any time we are in phases 1, 2, or 3 during the school year.

Child Care Providers:



The Academy for Business & Technology would be expected to open a classroom (preferably one that has been licensed by LARA, and/or one where before and/or after school care is normally held) in one of your school buildings to support the child care for Essential Workers.

School Employees and Contractors:

The extent to which school employees and contractors will be physically present in the school building on the basis of conducting basic school operations, including remote live instruction is outlined below.

The District assures that during Phase 1, 2 or 3 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.

Cleaning Protocols:

While the school is closed for in-person instruction, the following cleaning protocols will be adjusted to ensure the school building remains functional.

During Phase 1, 2 or 3 of the Michigan Safe Start Plan, the Academy shall clean and disinfect frequently touched surfaces, at least hourly or between use as much as possible. Use of shared objects will be limited when possible, or cleaned between use.

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

The Academy will provide mental and social-emotional health services for students.

The Academy will administer a mental health screener, digitally for all students by a trained professional. The screener will be compliant with HIPAA and FERPA policies. Screening instructions will be offered verbally to younger students. Confidentiality will be adhered to and the academy will follow mandated reporting guidelines.

- [*Elementary Screener \(CPSS\)*](#)
- [*How to administer and score CPSS*](#)



- [*Middle or High School Screener*](#)
- [*Middle or High School Mental Health Screener*](#)
- [*High School Screener*](#)
- [*Student Questionnaire \(K-12 possibly\)*](#)

The Academy will establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams (Wellness and Response Team).

The Academy understands that mental health support may be needed for students that may not have required this support in the past, thereby while general education and special education teachers are providing services they will monitor all students for signs of distress and if any distress signals are noted the student will be referred to the school's mental health provider (school social worker or counselor). The mental health provider will obtain parental consent prior to providing any services to the identified student.

- [Mental Health Support Flowchart](#)

The Academy will use a tiered approach to service its community. The following outline will be utilized to address any mental health needs:

Mental health providers (school social worker/counselor) will provide Tier I & Tier II services to the families and students through a vast array of modalities, such as Google Classroom, recorded videos, (offered to all students), email, Google phone (telephone), Google Hangouts, Google Meets, Zoom as well as by working remotely with the school to upload necessary community resources and information using their school's website. Students may have many questions regarding the Coronavirus, thereby school counselors will also work with students in groups that will consist of Social Emotional Learning (SEL) using the CASEL Wheel to provide SEL Competencies, and Psycho-educational groups that will focus on mindfulness, coping skills, anxiety, depression, and anger management. Check-in/Check-out interventions will be provided to students using the previously provided platforms, which will ensure that school counselors touch bases with Tier II students in the morning and again in the afternoon if needed. **Always** use an agenda for Tier 2 groups and keep service logs: [Digital Service Log](#)

Tier I & Tier II Resources:

- [Comcast Essential Internet](#)
- [Covid-19 Social Story](#)
- [Apply for State Emergency Relief?](#)



- [Michigan Food Banks and Pantries](#)
- [Parent Cue Cards](#)
- [Example of a social work group agenda](#)

Tier III services will be provided to students using Google Hangouts, Google Phone (telephone), Google Meet, or Zoom. Tier III services will consist of Solution-Focused Problem Solving techniques, therapeutic interventions will be provided via telehealth services that will be provided by the school's mental health provider. To provide clinical services using telehealth HIPAA and FERPA laws must be followed.

Resources that can be used for Tier III interventions regarding COVID-19 are:

- [SEL Resources for Parents, Educators & School Communities Related to COVID-19](#)
- [CDC Guide for Managing Anxiety & Stress](#)

The Academy will provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.

As students and staff return to school in the fall, whether it is in the building or through remote learning, attention to the school climate will be a focus. Positive school climate starts with positive relationships. Maintaining connectedness during times of disruption helps students feel safe and supported. As districts prepare for the return to school, there will be differences in how teachers and students can interact with each other. The academy will explore innovative ways to maintain school connectedness, build relationships and cultivate a positive climate within the new safety guidelines.

The following are ways the school will maintain connectedness and a positive school climate over the summer and for school restart in the fall.

- **Sense of Community:** Create a school and classroom community no matter where instruction is taking place. Maintain connections virtually and based on social distancing guidelines with students, families and community partners.
- **Positivity:** Prioritize uplifting staff and students by sharing positive actions and behaviors through announcements, social media posts, newsletters and/or bulletin boards.



- **Summer Contact:** Offer virtual connection opportunities during the summer months so students can connect with peers and staff.
- **Build Familiarity:** Help young children get familiar with their new environment with pictures, social stories, videos of the building, or meet and greets with teachers.
- **Belonging Routines:** Create a classroom motto, song or chant that is repeated at the beginning or end of class every day.
- **Relationship Building; Personal Sharing:** Provide an outlet for staff and students to share about their personal lives through show and tell, pictures, stories or virtual tours.

FOSTERING CONNECTIONS RESOURCES

The following are additional resources that support the establishment of trusting relationships:

- [Building Developmental Relationships During COVID-19](#), Search Institute
- [How Schools Ensure Social Connections During Physical Isolation](#) (recorded webinar)
- [Stories from the Field: Building Strong Teacher-Student Relationships in the Classroom](#)

The social worker/counselor will be providing Trauma Training as well as Grief and Loss Training to each school district prior to the start of the school year (virtually). In addition to district professional developments, below are some webinars that will be used to assist with identifying and supporting our students during this pandemic.

- [Daily SEL lessons](#)
- [Talking to Elementary and Middle School Students about Covid-19 Webinar](#)
- [Trauma Sensitive Schools Professional Development](#)
- [Grief Training for Staff](#)
- [Helping Children Cope with Changes Resulting from Covid-19](#)
- [CDC Information and Guidance](#)

In order to support our students' academic success as well as social-emotional health we must ensure that "we" are taking care of ourselves. Below are resources that the academy will use to assist with supporting teachers "self-care" and resiliency to prevent burnout.

- [Mindful Teachers Self-Care Resources](#)
- [TED Talks Importance of Self Care Playlist](#)
- [A Daily Dose of Self-Care, Gratitude, and Kindness Blog](#)
- [Headspace for Educators Blog](#)
- [Skovholt Practitioner Professional Resiliency Self-Care Inventory](#)



- **Professional Quality of Life Scale**

The Academy will establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which will be activated efficiently as needed (e.g., loss of student, loss of a school staff member).

- ABT Crisis Team consists of the school leaderS, instructional coaches, social workers, office managers, behavior interventionists, food service coordinators, and bus drivers.
- **Disaster Distress Helpline**

The Academy will 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.

- **<https://sites.google.com/muskegonisd.org/remote-learning-toolkit/wellness>**

To address grief the academy will provide support for students and families to process their grief over what was lost.

Reference resources:

- **[Understanding Grief to Better Support Students, Families and Educators](#)**
- **[Helping Kids Grieve](#)** (Resources best for Primary, Intermediate, and Parents)
- **[Help for Kids](#)** - Grief (Resources for Primary, Intermediate, Secondary Students and Parents)
- **[Helping Children and Teens with Loss for Secondary Students and Parents](#)**

The Academy will prioritize adult self-care. School personnel may have struggled with the fact that school buildings were closed and may continue to be anxious about the uncertainty of what school will look like in the fall. They may find it difficult to adapt to new schedules and different ways of teaching or connecting with students. They may worry about their students' well-being and educational progress. On top of it all, many may be trying to keep up with the needs of their own children, families and friends. Feeling overwhelmed is understandable and normal.

As the Academy focuses on supporting students, it is equally important for the adults to focus on their own self-care and well-being. As school personnel prioritize their own self-care and healthy reactions to uncertain situations, students may observe and follow this lead. The academy will ensure school personnel have regularly scheduled time for networking, social connections and support. School personnel cannot effectively support students if they are stressed or burned out from these times of uncertainty and transition. Because of this, included here are ideas on how to practice self-care; find *time* to practice self-care; and suggested resources to support school personnel.



To start, here are some ideas for self-care:

- Set boundaries by creating and sticking to a schedule, saying “no” when feeling overburdened and asking for space or help when needed.
- Recognize and acknowledge feelings.
- Recognize what *is* and *is not* within one’s control.
- Focus on the positive. Keep a gratitude journal.
- Practice self-care throughout the day by getting enough sleep, eating healthy, drinking plenty of water and having movement breaks.
- Use coping strategies such as [mindfulness](#) to help reduce stress.
- Ask for support from coworkers and administration.
- Complete personal pulse checks. Regularly stop and take stock of what is working and what isn’t, then make adjustments.

ADULT SELF-CARE RESOURCES

The following are additional resources that will support adult self-care.

- [5 Strategies for Teacher Self-Care](#)
- [Self-Care for Educators](#)
- [SEL & Self-Care Resources](#) (blog)
- [Provider Care](#) from Psychological First Aid for Schools Field Operation Guide
- [Sad, Mad, Bad and Occasionally Rad: Taking your emotional temperature and treating a spectrum of reactions during COVID-19.](#)
- [Strategies for Districts to Support Self-Care for Educators During the COVID-19 Pandemic](#) (Recorded Webinar)
- [Support for Teachers Affected by Trauma](#)

The Academy will establish ongoing reporting protocols for school staff to evaluate the physical and mental health status, digitally. The academy will provide resources for staff self-care, including resiliency strategies that are available online.

The personal impact on educators and other school staff will be recognized, teachers will not be expected to be successful at teaching children without having their mental health needs supported.

The strain on teachers this year as they have been asked to teach differently while they support



their own needs and those of their families has been significant. Resources such as Employee Assistance Programs and other means to provide support and mental health services will be established.

- Leona Group Employee Assistance Program, Ability Assist, offered through The Hartford, offers counseling for everything from everyday issues like job pressures, relationships and retirement planning to highly impactful issues like grief, loss or disability.
- **You can call them at anytime: 1-800-96-HELPS (1-800-964-3577)**
- Social Work Website: <https://sites.google.com/leonagroup.com/abte-socialwork>
- The mental health provider will do a monthly “check in” assessment (virtually) to engage and assess staff’s physical and mental health status. Ex. **attending to staff well-being**
- A check in document will be created using google survey, survey monkey, etc.
- In addition monthly resources will be distributed to ensure accessibility to “self-care” techniques and strategies.

Staff well-being

- Educators and caregivers play a critical role in helping their students self-regulate and cope with stress, often ignoring their own needs in the process. This is especially true in times of crisis and uncertainty. To do this effectively, educators and caregivers need to care for themselves and manage their own stress load first.
 - Consider adapting Evansville Vanderburgh School Corporation: Building a caregiver self-regulation plan [found here](#) or add a self-care plan.
- Ensure that educators know where and how to receive extra support for their own mental wellness (counseling through the EAP program, community mental health partnership, etc.)
 - Consider the integration of IDOE’s Science of Happiness into planned professional learning communities.
 - Access the course on Moodle [here](#).
 - Learn how to enroll by watching [this webinar](#).
 - [Cultivating Well-Being in Challenging Times](#) with Dr. Jean Clinton

Mental Health Resources for Staff

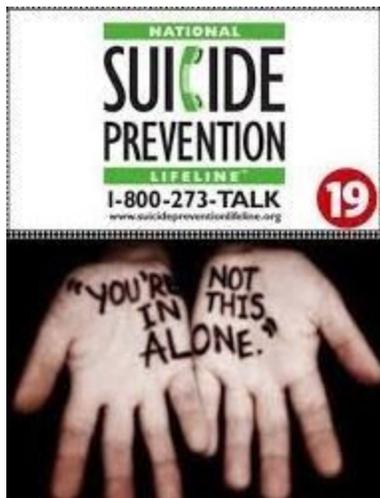
Mental health concerns may surface or worsen during this crisis. Please use the linked resources if you notice behavioral changes in yourself, your student, or someone you care for.

- [Symptoms of Depression](#)
- [Traumatic News Can Trigger PTSD-Like Symptoms](#)
- [Anxiety: Hiding in Plain Sight?](#)



In addition to resources provided through the academy's health insurance (e.g., free access to tele-health, treatment coverage for COVID-19, mental health support through employee assistance plans), the academy will use the following resources to promote health and wellness.

- Resource for training staff about COVID-19 and [Staff Wellness](#)
 - [Mindful Teachers Self-Care Resources](#) This site is continually updates with articles, videos, and resources to help teachers practice self-care
 - [Headspace for Educators](#) Mindfulness and Guided Meditation App available to educators at no cost. The website includes a 6-week guide specifically developed for teachers in PDF form-no registration required.
 - [TED Talks Importance of Self-care Playlist](#)
 - [Daily Dose of Kindness Self-care blog](#)
 - [Skovholt Practitioner Professional Resiliency and Self-Care Inventory](#)
 - [Cultivating Well-Being in Challenging Times](#) with Dr. Jean Clinton



- National Suicide Prevention Lifeline: Chat from the website or call. From the website, "The National Suicide Prevention Lifeline is a national network of over 170 local crisis centers."
- You can call for the following reasons:
 - *Suicidal thoughts*
 - *Information on mental health/illness*
 - *Substance abuse and/or addiction*
 - *Help a friend or loved one*
 - *Relationship problems*
 - *Abuse/Violence*
 - *Sexual orientation issues*



- *Physical illness*
- *Loneliness*
- *Family problems*
- *1-800-273-8255*
- *suicidepreventionlifeline.org/*

The Academy will leverage MDE resources to support the students and staff mental health and wellness.

- Michigan Department of Education and Michigan Assessment Consortium collaborate on a webinar that discusses how to leverage SEL resources.
 - [Leveraging the Science of SEL: How to support health and wellness during the COVID-19 Crisis](#)
- Michigan Virtual and the Michigan Department of Education: This partnership has created a series of free online courses that inform educators on best practices in social emotional learning:
 - [Introduction to SEL](#)
 - [Trauma-Informed Support](#)

The Academy will activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).

- Develop a school level reciprocal communication plan in order to communicate with stakeholders
- Inform staff/stakeholders that there is an open platform for voicing concerns. Consider creating a listserve that encompasses the members of the Wellness Response Team.

The Academy will communicate with parents and guardians, via a variety of channels:

The Academy will:

- Maintain timely, accurate, and clear communication with district leadership
 - Schedule recurring meetings within your district to collaborate on and discuss COVID hurdles that may arise.
- Maintain timely, accurate, and clear two-way communication with families regarding student's academic and social-emotional functioning and school information.
 - Determine the methods and media that will be used, including social media, email, automated calls, US mail, flyers, and so on



- Ensure all communications are in both English and the home language. See the [Translation Resources section on the MDE webpage](#)
- Ensure teachers know and understand the school communication plan
- Consider a monthly survey to gather information from parents, students and teachers

The Academy will work to destigmatize thoughts regarding COVID-19:

The Academy will:

- Keep staff and students abreast of the facts to reduce stigmatization: School mental health professionals should be involved in shaping messages to students and families about the response to the pandemic. Fear-based messages widely used to encourage strict physical distancing may cause problems.
 - [Conversations about COVID-19](#)
 - [CDC Guidance to Reducing COVID Stigmas](#)
 - [COVID Bullying](#)

The Academy will ensure that stakeholders have an understanding of normal behavioral response to crises:

- [Commons behaviors and reactions from COVID-19](#)

The Academy will provide best practices resources to assist with talking through trauma with children:

- [Nine Tips for Talking to Kids about Trauma](#)
- [Tips for Survivors of Disaster or Other Traumatic Event](#)
- [Traumatic News Can Trigger PTSD-Like Symptoms](#)

The Academy will use social and emotional learning as a way to create a safe and supportive environment for all students.

Below are strategies, connected to each of Indiana's Social Emotional Learning Competencies, that can be implemented in the first few weeks back to school (virtual or in person learning). For more ideas, please visit [SEL toolkit](#).

- **Insight**
 - Help students identify their personal strengths. Direct them to reflect on what they may have learned about themselves while being at home/out of school (i.e. strengths within their family role, new skills/talents, adaptability.etc.).



- Help students name their feelings- Provide a list of emotions and ask students to choose one or two each day which they identify with in order to build emotional awareness, vocabulary and empathy.
- **Sensory-Motor Integration**
 - Facilitate deep breathing exercises (such as [Square Breathing](#)) and prioritize physical activity opportunities
- **Regulation**
 - Help students understand how their brains work and can react to stress. Use this video teaching the hand model of the brain.
 - Encourage students to think about how feelings are connected with their body using the How Does my Body Feel? handout.
- **Collaboration**
 - Provide opportunities for collaborative learning games and facilitate the creation of group expectations with specific roles/responsibilities for each student before beginning
- **Connection**
 - Create adult to student and/or student to student mentoring opportunities to serve as an additional system of support for students
- **Critical-Thinking**
 - Help students identify a cause or problem that arose in their community over the past few months. Ask students to come up with action steps or solutions to these issues.
- **Mindset**
 - Praise students' process rather than students' outcome. For example, "I can tell you practiced!" or "I noticed you supported your friend in need today."
 - Act to remove anxiety about academic performance and prioritize the healing and belonging that will foster academic learning.
 - When speaking about the coming year's academics, reassure students that the goal will be to "close the gap", not "catch-up with additional work"

The teachers will assess their strengths and areas to develop as they promote SEL through



distance learning and at-home assignments

- [Teacher self assessment](#)

The teachers will use the following resources and tools:

- [What is Student Well-Being](#)
- [Example of Well-Being, Social, and Emotional Needs Assessment Tools and Results](#)

The section below is additional resources to consider but are not required for the plan.

The Academy will use the following resources to support staff, students and the community:

- [Google Form for School Wellness Check & translation directions modified by Oakland Schools ESL](#)
- [Family Well-Being Guide COVID-19 Specific](#)
- [Oakland Schools: Supporting Well-Being Page](#)

The Academy recognizes that remote learning creates a unique challenge in supporting students, particularly because educators are not able to see and talk with students on a regular basis. While video meetings provide some opportunity to connect, it is hard to make the same connections one would in the classroom. Connections help us to know how students are doing and what help they may need. Daily or weekly check-ins allow for a deeper connection to happen, daily/weekly check-ins are also beneficial during in-person classroom instruction. Daily/weekly check-ins also allow the academy to know if students or parents need more support to navigate the current situation.

Resources and Tools:

- Muskegon ISD created a series of age appropriate remote check-in examples.
 - MAISD Remote Learning Toolkit: **Wellness**
 - These are simple, shorter, and have some light-heartedness to them while adhering to best practice. They also have modeling examples for teachers to learn how this is done in an online setting.
 - The check-ins have images but are consistent in style & vary for ages
- [Free Daily Check-in Forms](#)
- [Class Catalyst](#)



Survey Tools: Remote Learning & Well-Being

Surveys are one method of data collection providing perception data in a highly structured format. Surveys are cost effective, scalable, and allow for a large sampling of students, staff, and families. These resources provide examples and templates to create a more in-depth understanding of specific needs in a remote learning environment. Further, these tools can assist in collecting information for the return to a traditional building setting for school. Examples of COVID-19 and general surveys, assessments, and other data collection tools are listed below.

Resources and Tools:

Remote Learning & Well-Being COVID-19 Data Collection

- Panorama Ed Distance Learning: Student, Parent, Staff & Community Surveys
- SEL through Distance Learning: Teacher Self-Assessment
- Survey Recommendations from National Association of Social Workers (NASW):
 - [Student Questionnaire Template](#)
 - [Educator Questionnaire Template](#)
 - [Educator Questionnaire Example](#)
 - [Parent Questionnaire Template](#)
 - [Parent Questionnaire Example](#)

Grief for Community:

- Grief work-it may be helpful to provide support for students and families to process their grief.
 - [Understanding Grief to Better Support Students, Families and Educators](#)
 - [Helping Kids Grieve](#) (Resources best for Primary, Intermediate, and Parents)
 - [Help for Kids](#) - Grief (Resources for Primary, Intermediate, Secondary Students and Parents)
 - [Helping Children and Teens with Loss for Secondary Students and Parents](#)
 - [Transforming Grief into Hope](#) (Resources best for Intermediate and Secondary Students; as well as, Parents)

Instruction Phase 1, 2, or 3

Alternative Modes of Instruction:



Alternative modes of instruction will be used while in-person instruction is suspended.

Based on stakeholder feedback and administrator observations, the district will offer daily virtual instruction primarily through Seesaw (K-2) and Google Classroom (3-12). Teachers will provide live stream instruction where students will have a chance to interact with peers and staff in order to ask questions and receive instruction. Teachers will also use this time to assess student understanding in order to plan for future instruction. Weekly formal assessments will also be conducted to gauge student learning. The middle/high school has partnered with NWEA to add individualized learning paths (MAP Skills) for students to remediate skills and work on grade level content. The elementary school will continue to use Moby Max to support individual student learning. To ensure that all students have equitable access to the curriculum, we will distribute a device to every family without access and provide hotspots (MS/HS) for internet access to those families in need of this service. When applicable, we will also provide families with information regarding access to free or low cost high-speed internet access.

Governance:

A Return to Instruction committee was established and led by Carmen Willingham and Alberta Galarza, school leaders at both schools. It consisted of staff stakeholders such as teachers, social workers, administrators, office staff, and the transportation supervisor. The committee used feedback from staff, students, and parents to revise the remote learning plan to meet the needs of all stakeholders while complying with guidance from local, state and federal officials. This plan will be shared with all stakeholders before school begins.

Protocols for Remote Instruction:

All stakeholders will have access to the remote learning plan through various digital outlets. They will be informed of plan highlights and digital locations via multiple forms of electronic communication and written correspondence. Ongoing feedback opportunities will take place in the form of surveys, public comment at meetings, and through individual contacts (i.e. email, phone).

During the first few weeks, students will be screened virtually to determine where they are academically and inform instructional decisions. A combination of appropriate assessments will be utilized to complete this task. The remote learning program will be aligned to the Common Core State Standards. The district will integrate synchronous and asynchronous learning and best practices to promote student engagement, consistency, and differentiation.

To ensure ease of access, all teachers will utilize the same platforms to deliver instruction, post grades, communicate, and assess student learning. Special education teachers and other service providers will collaborate with general education staff to assist students and suggest accommodations and modifications to provide equitable access to the curriculum for exceptional students. They will also continue to provide required services, to the extent possible, through individual and small group virtual services beyond instruction from general education teachers.



Instructional coaches will monitor instruction, grading, curriculum pacing, and assessment for all instructional staff. School leaders will be part of the monthly MTSS meetings to monitor student learning and identify students that need additional support. Furthermore, students who are transitional to postsecondary will continue to be supported throughout remote learning.

Communication and Family Supports:

Effective and ongoing communication is a critical component of managing any school crisis. Implementing specific communication procedures and protocols surrounding re-entry following COVID-19 school closures will allow staff, students, families, and the community to understand new and evolving actions put in place to continue the processing of educating students during these uncertain times.

- **Internal Communications**
 - The school's plan for re-entry, including information regarding the health and safety measures being put in place will be provided to all staff including detailed copies of all external communications for familiarization.
- **External Communications**
 - Stakeholders access information in a variety of ways. Our school uses a variety of communication tools to reach our audience including email, voice messaging, website, social media, and print copy mailings. Families will receive information detailing the school plan for re-entry, including information regarding the health and safety measures being put in place. Health and safety posters illustrating proper personal hygiene/hand washing while at school will be posted for students and staff. Information on school exclusion rules will be posted on the school's web page and in other communication. Families will also receive information regarding the expectations during school closure, how students will be assessed and receive feedback and daily schedules. Teachers will provide grade-specific activities to families and training on accessing and using the digital systems and tools. Furthermore, parents will be given opportunities to attend workshops to support digital literacy.

A marketing plan has been established that determines **who** will issue information to key audiences (staff, families, students, public). A central point of contact is vital to assuring key messages are accurate and consistent. This plan determines **what** central and supporting messages need to be drafted and sent. The central message will always be tied to student, staff, and community safety. The plan determines **when** information will be shared. District and building communications are aligned, vetted, and shared consistently to avoid confusion and anxiety. The plan finally determines methods for providing new information, housing archived information (central website location with clear links recommended), and reaching special populations (Language and Accessibility).



We will provide support for our families by including contact information and clear expectations for the routing of student and parent questions and concerns. This contact information will be posted as part of all COVID-19 related information. An expectation for a quick turnaround time as it relates to communication will be established and maintained.

Professional Learning:

The school will provide ongoing professional development to staff virtually.

Training opportunities will include:

- Best practices for engaging students in remote learning
- Analyzing and responding to data
- Strategies for gap closing
- Restorative supports for teachers and learning around equity and implicit bias, culturally responsive education
- Trauma-informed practices
- Collaboration through professional learning communities (PLCs)
- Training specific to newly adopted curriculum, technology, and resources (including online platforms)

Growth and development of our staff is a priority and we encourage our educators to take advantage of other professional development opportunities by continually updating and sharing available options within our [Professional Development Toolkit](#).

Monitoring:

In order to monitor the plan and implement necessary changes, families will be contacted regularly to determine if additional assistance is needed. This includes, but is not limited to, the areas of connectivity, technology, social-emotional health, academics, and family support. Student attendance will be taken at daily virtual instruction sessions, submitted deliverables, and/or through login data from learning management systems (LMS). Teachers will provide feedback to students, at a minimum, weekly. This includes verbal or written comments on work, assessment grades, and opportunities for student self-assessment. The above processes will be monitored by administrators and office staff regularly.

Equal Access:

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.



All IEPs, IFSPs, and 504 plans will be reviewed and updated, if necessary, during the first few weeks of the school year. Special education teachers and other service providers will collaborate with general education staff to assist students and suggest accommodations and modifications to provide equitable access to the curriculum for exceptional students. They will also continue to provide required services, to the extent possible, through individual and small group virtual services beyond instruction from general education teachers. This includes contracted service providers, such as speech therapists. Instructional coaches will monitor delivery and documentation of services provided.

Not Implemented:

We will implement all strongly recommended protocols.

Operations Phase 1, 2, or 3.

Facilities:

- 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 according to the CDC School Decision Tree.
- Custodial staff are recommended to wear surgical masks when performing cleaning duties.
- Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
 - Advocate for ISDs to coordinate with LEMPs.
- See detailed Emergency Operations Plans for each building in the addendum.

Technology:

The district conducted a technology survey to determine the level of access to devices and high-speed internet. At the Elementary, we found that 65% of families have a device, which include Chromebooks, PS4, Xbox One, etc. and 91% have access to the internet. At the Middle/High School, we found that 92% of families have a device, other than a cell phone, for each child and that 85% of our families have access to high-speed internet. For families without



devices and/or internet access, we will distribute Chromebooks and hot spots (MS/HS). Designated staff members will be available to assist families in accessing digital content.

The district has developed a Technology plan for each school (See attached plans in the addendum).

The plans include the following:

- Training and support for educators to adapt remote learning for the classroom.
- Technology support leads at each school that can support both parents and staff regarding the use of technology and serve as a “help desk.”
- Procedures for return and inventory of district-owned devices. The procedures include:
 - Safely bagging devices collected at schools;
 - Sanitizing the devices prior to a repair or replacement evaluation;
 - Ordering accessories that may be needed over the summer; and
 - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- Each school has an asset tracking tool.
- Each school has identified a vendor to assist with processing, returning, and maintaining devices, if needed.
- On-site triage of staff and student devices to minimize the time that staff may be without a device.
- The Infrastructure Evaluation process. Every WiFi access point and wired network device are tested continuously.
- Technology support plan for families.
- Monitoring of device usage and compliance with online learning programs.
- Support programs to ensure that students and families can access online teaching and troubleshoot problems with access.
- Process to ensure that students can submit assignments and be evaluated accordingly.
- Ongoing staff training on platforms and tools.
- Relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.
- Process to ensure every student has access to the appropriate technology and connectivity needed to continue learning.

Redeployment of Staff:

If the need arises, and if it is possible, a staff member who is unable to complete their normal job responsibilities will be reassigned to other meaningful work. The School Leader, with possible assistance from Human Resources, will speak to the employee and determine the specific needs of both the employee and the school.

Not Implemented:



We will implement all strongly recommended protocols.



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

Safety Protocols Phase 4

Personal Protective Equipment Protocol:

To the extent that the Academy will offer in-person instruction during Phase 4 of the Michigan Safe Start Plan, 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. The Academy will 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. The Academy will cooperate with the local public health department regarding implementing protocols outlined in the Safety Protocols below.

- **Staff:**
 - Facial coverings must always be worn by staff except for meals. Facial coverings may 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. Any staff member that is incapacitated or unable to remove the facial covering without assistance, will not be required to wear a facial covering. The Academy will provide facial coverings for staff as needed.
 - Special education and K-5 teachers will be encouraged to wear clear masks.
 - Homemade facial coverings must be washed daily.
 - Disposable facial coverings must be disposed of at the end of each day.
 - If a staff member refuses to comply with the Academy’s facial covering protocols for non-medical reasons, the noncompliance may result in corrective actions up to and including termination in accordance with the policies and procedures of the Employee Handbook.

- **School Transportation:**
 - Facial coverings must be worn by all students, staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering will not be required to wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, will not be required to wear one. Facial coverings may be homemade or disposable



level-one (basic) grade surgical masks. The Academy will provide facial coverings for all students, staff and bus drivers as needed.

● **Students:**

- Facial coverings must always be worn in hallways and common areas by all students, over the age of four, in the building except for during meals. Any student that is unable to medically tolerate a facial covering will not be required to wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, will not be required to wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
- All plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) will be reviewed to accommodate student special health care needs and their plans will be updated to decrease their risk of exposure to COVID-19.
- During the enrollment process, families will be asked if their child(ren) are high-risk for severe illness due to COVID-19. If families answered “yes,” the 505 Coordinator will contact them to complete a Healthcare Plan and address the need for an alternative learning environment or work reassignments.
- Homemade facial coverings must be washed daily.
- Disposable facing coverings must be disposed of at the end of each day.
- Facial coverings must be worn in classrooms by all students grades 6-12. Any student who cannot medically tolerate a facial covering will not be required to wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, will not be required to 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.
- The Academy will provide facial coverings for all students as needed.
- If a student refuses to comply with the Academy’s facial covering protocols, they will be disciplined in accordance with the applicable policies and procedures of the Academy’s Student Handbook.

Hygiene Protocols:

To the extent that the Academy will offer in-person instruction during Phase 4 of the Michigan Safe Start Plan, 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.

During Phase 4 of the Michigan Safe Start Plan, the Academy will implement the following hygiene protocols:

- Clean and disinfect frequently touched surfaces, at least daily or between use as much as possible. Use of shared objects will be limited when possible, or cleaned between use.



- 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).
- Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Systematically and frequently check and refill soap and hand sanitizers. Students and teachers will have scheduled handwashing with soap and water every 2-3 hours.
- Limit sharing of personal items and supplies such as writing utensils.
- Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
- Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
- Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.

Screening Protocols:

The Academy will follow the following COVID-19 screening protocols for students and staff, including the reporting of any positive cases to the local public health authority.

- Screening Protocol for Staff
 - All staff will complete a daily health screening survey prior to entering the school building and self-report to their supervisor. Answers to the health screening survey will be stored electronically. Anyone who has a temperature of 100.4 or higher, has any COVID-19 like symptoms, or had close contact with an individual who tested positive for COVID-19 or displays COVID-19 symptoms may not come to work. The employee must notify their supervisor of their situation.
- Screening Protocol for Students:
 - The Academy will identify and designate a quarantine area and a staff person to care for students who become ill at school.
 - Students who become ill with symptoms of COVID-19 will be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children will wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
 - Symptomatic students sent home from school will not be allowed to return to school until they have tested negative for COVID-19 or have completely recovered according to CDC guidelines.



Testing Protocols and Responding to Positive Cases:

The COVID-19 screening and reporting protocols for students and staff, including the reporting of any positive cases to the local public health authority are outlined below.

- Testing Protocol for Staff:
 - If a staff member tests positive or is suspected of having COVID-19, they are to contact the School Leader. The School Leader will advise Human Resources and the local public health department. We will use our daily sign-in log for contact tracing.
 - Staff who develop a fever or become ill with COVID-19 symptoms at school will be required to wear a mask, if medically tolerable and be transported for off-site testing.
 - Symptomatic staff sent home from school will not be allowed back to school until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
- Testing Protocol for Students:
 - Students who develop a fever or become ill with COVID-19 symptoms at school will be required to wear a mask, if medically tolerable, and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.
 - Symptomatic students sent home from school will not be allowed back to school until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
 - The Academy will notify families of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.
 - In the event of a lab or clinically diagnosed case of COVID-19, the Academy will make immediate efforts to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home.

Responding to Positive Tests:

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

If a staff member tests positive or is suspected of having Covid 19, they are to contact the School Leader. The School Leader will advise Human Resources and the local public health department. We will use our daily sign-in log for contact tracing.



The Academy will notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. The Academy will provide staff with guidance on confidentiality laws and statutes that protect student and staff health information.

Spacing, Movement and Access:

The Academy will implement the protocols outlined below with respect to Spacing, Movement and Access, for in-person instruction.

- Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.
- In classrooms where large tables are utilized, space students as far apart as feasible.
- As feasible, arrange all desks facing the same direction toward the front of the classroom.
 - Teachers should maintain six feet of spacing between themselves and students as much as possible.
- Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
- Post signage to indicate proper social distancing.
- Floor tape or other markers should be used at six foot intervals where line formation is anticipated.
- Provide social distancing floor/seating markings in waiting and reception areas.
 - Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.

Food Service, Gathering, and Extracurricular Activities Protocols:

The Academy's plans to ensure compliance with Food Service, Gathering, and Extracurricular Activities protocols will be identified in this section. All indoor assemblies that bring together students from more than one classroom are prohibited. Also, assemblies of more than 50 students and off-site field trips are suspended. Teachers can engage students via virtual field trips.

Students will eat breakfast in the classrooms. Lunch will be served in the cafeteria however, meals will be staggered to create seating arrangements with six feet of distance between students.

Food Service:



All food service employees will wear facial coverings, face masks, and gloves when distributing food to students. Students, teachers, and food service staff will wash hands before and after every meal. Breakfast will be distributed as students enter the building and will be consumed in their first hour classroom. There will be additional, staggered lunch periods.

Athletic and Extracurricular Activity Protocols:

Described below is the Academy's plans to ensure compliance with athletic and extracurricular activity protocols.

- The 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 should confirm that they are healthy and without any symptoms prior to any event.
- All equipment must be disinfected before and after use.
- Inter-school competitions may be held provided that facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.
- Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding.
- 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.

Cleaning Protocols:

During Phase 4 of the Michigan Safe Start Plan the Academy will adhere to the following cleaning protocols:

- Frequently touched surfaces including light switches, doors, benches, bathrooms, will undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.



- Libraries, computer labs, arts, and other hands-on classrooms will undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
- Student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures will continue to undergo normal routine cleaning.
- The Academy 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 will wear gloves, surgical mask, and face shield when performing all cleaning activities.

Transportation Protocols:

This section describes how the Academy will comply with each of the transportation protocols identified During Phase 4 of the Michigan Safe Start Plan.

- Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.
- The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.
- Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.
 - Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
- Parents will be notified in the event that their child is ill and will be required to pick up their child.
- If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
- Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

Medically Vulnerable Students and Staff Protocols:



Staff Protocols:

If the need arises, and if it is possible, a staff member who is unable to complete their normal job responsibilities will be reassigned to other meaningful work remotely. The School Leader, along with Human Resources, will begin the interactive process to make proper determinations about possible reassignment.

Employees should contact their school leader or human resources to begin the interactive process to determine what, if any, assignment changes can be made.

- If state and public health officials allow, determine a model for instruction that prioritizes face-to-face learning, especially for the youngest and most vulnerable students including:
 - Early childhood and elementary students
 - Students with disabilities
 - English learners
 - Migrant students
 - Students experiencing homelessness, temporary housing, or poverty
 - Evaluate the pros and cons of each plan and prepare a summary and recommendation for the Return to School committee

Student Protocols

The Academy will systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and updating their care plans as needed to decrease their risk for exposure to COVID-19 as identified in more detail below:

- Review student health records to determine who might require a health care plan or changes to a health care plan due to medically fragile or at-risk status.
- Many of our attendance programs (ex. PowerSchool) store data regarding student's medical conditions (outside of those students with documented 504 plans or specific medical plans).
- Changes to current 504 plans or creation of new Section 504 plans should be handled by the assigned academy's 504 coordinator. [TLG/Section 504 toolkit](#)
- [Individual Health Plan](#)
- Changes in Individual Education Programs (IEP) should be handled by the special education case manager.

Below is the Academy's process for students/families and staff to self-identify as high risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.



Self-Identifying for high risk as it applies to staff:

- Due to confidentiality, staff should communicate these unique health issues and/or concerns to the Academy's school leader.

Self-identifying for high risk as it applies to students:

- An option would be to send a questionnaire home regarding "student health" or underlying health conditions of students.
- Communication with parent/guardian(s) is key. It is our responsibility to ensure the parent/guardian(s) has a direct voice in ensuring the additional needs of their child are being met during this pandemic.
- This task could be assigned to the Wellness Team or an individual, but the goal is to ensure that every student with a unique health need has the appropriate plan in place to ensure academic success and safety.

Additional Resources:

- [CDC Guidance: How to Care for Children and Youth with Special Healthcare Needs in Emergencies](#)
- [CDC Frequently asked questions: How COVID-19 Impacts Children.](#)
- [CDC: People Who Need to Take Extra Precaution During COVID-19](#)

Not Implemented:

All strongly recommended safety protocols were implemented for Phase 4.

Mental & Social-Emotional Health Phase 4

The Academy will provide mental and social-emotional health services for students. The Academy will administer a mental health screener, digitally for all students by a trained professional. The screener will be compliant with HIPAA and FERPA policies. Screening instructions will be offered verbally to younger students. Confidentiality will be adhered to and the academy will follow mandated reporting guidelines. [Mandated Reporter Resource Guide](#)

- [Elementary Screener \(CPSS\)](#)
- [How to administer and score CPSS](#)
- [Middle or High School Screener](#)
- [Middle or High School Mental Health Screener](#)



- [High School Screener](#)
- [Student Questionnaire \(K-12 possibly\)](#)

The Academy will establish and communicate guidelines to all staff regarding identification and rapid referrals of “at risk” students to the building-level support teams (Wellness and Response Team).

- [Create a building level Wellness and Response Team](#) with intentional connections to the District Level Wellness and Response Team
- The team may be a separate group or part of the larger Return to School Committee addressed in Governance or an existing Crisis Response Team (ex. Administrator, school social worker and/or counselor, classroom teacher, support staff member)
- [Create an adaptive Wellness and Response Team](#) with clear purposes, processes, action plans, and outcomes grounded in and across all the ten components of the Whole Child (WSCC) model
- [Whole School, Whole Community, Whole Child \(WSCC\)](#)
 - If you suspect a student has experienced grief, loss, and/or trauma during Covid-19 please use the referral form below to communicate with the mental health provider and Wellness Response Team
 - If a student or parent informs you that they would like to speak/ or have their child speak with the mental health provider please use the referral below
- [Mental Health Support Guidelines](#)
- [Wellness and Response Team Referral Form](#)

The Academy will provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.

The school social worker/counselor will provide ongoing trauma training as well as grief and loss training prior to and throughout the school year. In addition to webinars to assist with identifying and supporting our students during this pandemic.

- [Daily SEL lessons](#)
- [Talking to Elementary and Middle School Students about Covid-19 Webinar](#)
- [Trauma Sensitive Schools Professional Development](#)
- [Grief Training for Staff](#)
- [Helping Children Cope with Changes Resulting from Covid-19](#)
- [CDC Information and Guidance](#)



In order to support our students' academic success as well as social-emotional health we must ensure that “we” are taking care of ourselves. Below are resources that the academy can use to assist with supporting teachers “self- care” and resiliency to prevent burnout.

The Academy will encourage its staff to speak with a mental health professional if they are experiencing burnout, please speak with your school leader regarding additional resources

- [Mindful Teachers Self- Care Resources](#)
- [TED Talks Importance of Self Care Playlist](#)
- [A Daily Dose of Self- Care, Gratitude, and Kindness Blog](#)
- [Headspace for Educators Blog](#)
- [Skovholt Practitioner Professional Resiliency Self- Care Inventory](#)
- [Professional Quality of Life Scale](#)

The Academy will identify a point person or establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.

Guiding Questions and Resources

- Develop a communication plan regarding the services available. Have you identified what support internal staff (counselors, social workers, etc) could provide for staff in need (typically school leader) for “staff in need”?
- The Leona Group’s Employee Assistance Program, Ability Assist, offered through The Hartford, offers counseling for everything from everyday issues like job pressures, relationships and retirement planning to highly impactful issues like grief, loss or disability.
 - You can call them at anytime: **1-800-96-HELPS (1-800-964-3577)**
- The academy’s social worker/counselor/designee will establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.
- Maintain timely, accurate, and clear communication with district leadership
- Maintain timely, accurate, and clear two-way communication with families regarding student’s academic and social-emotional functioning and school and classroom information.
- Determine the methods and media that will be used, including social media, email, automated calls, US mail, flyers
- Ensure all communications are in both English and the home language. See the [Translation Resources section on the MDE webpage](#)
- Ensure teachers know and understand the school communication plan
- Consider a survey to gather information from parents, students and teachers (re: needs; in order to relay information deemed necessary to our stakeholders.



The Academy will establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).

[Elementary Emergency Operations and Crisis Procedures Guidelines](#)
[MS/HS Emergency Operations and Crisis Procedures Guidelines](#)

- [Disaster Distress Helpline](#)

The Academy will 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.

- [Remote Learning Toolkit: Wellness](#)

Grief work-it may be helpful to provide support for students and families to process their grief over what was lost at the end of the school year.

- [Understanding Grief to Better Support Students, Families and Educators](#)
- [Helping Kids Grieve](#) (*Resources best for Primary, Intermediate, and Parents*)
- [Help for Kids](#) - *Grief resources for Primary, Intermediate, Secondary Students and Parents*
- [Helping Children and Teens with Loss for Secondary Students and Parents](#)

Closure from last school year

- Acknowledgement of experience and feelings related changes due to COVID-19
- Remain calm and reassuring. Students will react to and follow your verbal and nonverbal reactions to the changes.
- Emphasize to your students that they are safe at school. Remind them that you and the adults at their school are there to keep them safe and healthy.
- Let your students talk about their feelings surrounding COVID-19 and help reframe their concerns into appropriate thoughts.
- Give students information that is truthful and appropriate for the age and developmental level of the child.

Day one to day three of SEL activities



- Examples of how the first few days of schools could be used to focus on building community, connection, resilience and social and emotional skills
 - [Primary Template](#)
 - [Secondary Template](#)

Continued SEL/mental health services and build resiliency

- **Community and trust building**
 - Classroom meetings to set clear expectations
 - [Guidance for adults facilitating these classroom meetings](#)

The Academy will establish ongoing reporting protocols for school staff to evaluate physical and mental health status. Provide resources for staff self-care, including resiliency strategies.

The personal impact on educators and other school staff will be recognized. In the same way that students are going to need support to effectively return to school and to be prepared to be ready to process the information they are being taught, teachers cannot be expected to be successful at teaching children without having their mental health needs supported.

- Several resources will be available for staff self-care, including resiliency strategies including the Employee Assistance Programs (EAPs)

The strain on teachers this year as they have been asked to teach differently while they support their own needs and those of their families has been significant, and they will be bringing that stress back to school as schools reopen. Resources such as Employee Assistance Programs and other means to provide support and mental health services should be established prior to reopening.

- The Leona Group Employee Assistance Program, Ability Assist, offered through The Hartford, offers counseling for everything from everyday issues like job pressures, relationships and retirement planning to highly impactful issues like grief, loss or disability.
- You can call them at anytime: **1-800-96-HELPS (1-800-964-3577)**

Identify gaps in resources

The individual needs and concerns of school professionals should be addressed with accommodations made as needed (eg, for a classroom educator who is pregnant, has a medical condition that confers a higher risk of serious illness with COVID-19, resides with a family member who is at higher risk, or has a mental health condition that



compromises the ability to cope with the additional stress). Although schools should be prepared to be agile to meet evolving needs and respond to increasing knowledge related to the pandemic and may need to institute partial or complete closures when the public health need requires, they should recognize that staff, students, and families will benefit from sufficient time to understand and adjust to changes in routine and practices. During a crisis, people benefit from clear and regular communication from a trusted source of information and the opportunity to dialogue about concerns and needs and feel they are able to contribute in some way to the decision-making process. Change is more difficult in the context of crisis and when predictability is already severely compromised.

School Leaders

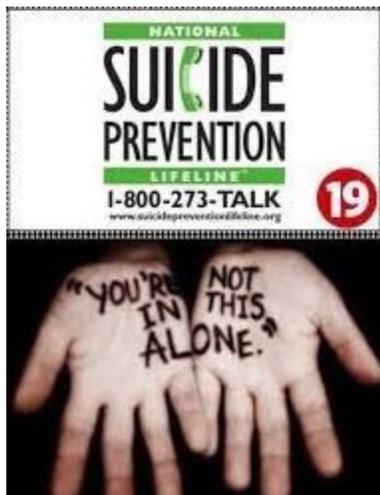
- Will determine and share what resources are available in your community for staff self-care including resiliency strategies. ([As an example: Eaton RESA.](#))
- Identify gaps in resources
 - The mental health provider is encouraged to do a monthly “check in” assessment by the mental health provider (virtually) to engage and assess staff’s physical and mental health status. Ex. [attending to staff well-being](#)
 - This document (check in) can be created using google survey, survey monkey, etc.
 - In addition monthly resources should be distributed to ensure accessibility to “self-care” techniques and strategies.
- Staff well-being
 - Educators and caregivers play a critical role in helping their students self-regulate and cope with stress, often ignoring their own needs in the process. This is especially true in times of crisis and uncertainty. To do this effectively, educators and caregivers need to care for themselves and manage their own stress load first.
 - Consider adapting Evansville Vanderburgh School Corporation: Building a caregiver self-regulation plan [found here.](#)
 - Create opportunities for movement and breathing at staff meetings to model and emphasize healthy coping techniques
 - Ensure that educators know where and how to receive extra support for their own mental wellness (counseling through the EAP program, community mental health partnership, etc.)
 - Consider the integration of IDOE’s Science of Happiness into planned professional learning communities.
 - Access the course on Moodle [here.](#)
 - *Learn how to enroll by watching [this webinar.](#)*



- New Pedagogies for Deep Learning
 - [Cultivating Well-Being in Challenging Times](#) with Dr. Jean Clinton

Mental health concerns may surface or worsen during this crisis. Please use the linked resources if you notice behavioral changes in yourself, your student, or someone you care for.

- [Symptoms of Depression](#)
- [Traumatic News Can Trigger PTSD-Like Symptoms](#)
- [Anxiety: Hiding in Plain Sight?](#)



- National Suicide Prevention Lifeline: Chat from the website or call.
 - From the website, "The National Suicide Prevention Lifeline is a national network of over 170 local crisis centers." suicidepreventionlifeline.org/
 - You can call for the following reasons: **1-800-273-8255**
 - *Suicidal thoughts*
 - *Information on mental health/illness*
 - *Substance abuse and/or addiction*
 - *Help a friend or loved one*
 - *Relationship problems*
 - *Abuse/Violence*
 - *Sexual orientation issues*
 - *Physical illness*
 - *Loneliness*
 - *Family problems*

Additional Resources To Consider



- [Educator's Guide to Supporting the Social Emotional Needs of Students: COVID-19 Information](#)
- [Guidelines for Reopening Schools: An Opportunity to Transform Public Education](#)
- [Social Emotional Learning](#)
- [Mindfulness for Children](#)

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

- The academy's chosen mental health assessment for students can be used as a progress monitoring tool (assessing student's progress) regarding social emotional health. This tool should be administered every 4-6 weeks.
 - [School Mental Health Referral Pathways \(SMHRP\) Toolkit \(PDF\)](#)

The Academy will leverage MDE resources for student and staff mental health and wellness support.

- [MDE School Mental Health Resources](#)
- Michigan Department of Education and Michigan Assessment Consortium collaborate on a webinar that discusses how to leverage SEL resources.
 - [Leveraging the Science of SEL: How to support health and wellness during the COVID-19 Crisis](#)
- Michigan Virtual and the Michigan Department of Education: This partnership has created a series of free online courses that inform educators on best practices in social emotional learning:
 - [Introduction to SEL](#)
 - [Integrating SEL Into Culturally Responsive Classrooms](#)
 - [Embedding SEL Schoolwide](#)
 - [Creating a Professional Culture Based on SEL](#)
 - [Trauma-Informed Support](#)

The Academy will activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).

- Develop a school level reciprocal communication plan in order to communicate with stakeholders
- Inform staff/stakeholders that there is an open platform for voicing concerns. Consider creating a listserv that encompasses the members of the Wellness Response Team.

Communication with parents and guardians, via a variety of channels:

- Maintain timely, accurate, and clear communication with district leadership



- Consider scheduling recurring meetings within your district to collaborate on and discuss COVID hurdles that may arise as school is in session.
- Maintain timely, accurate, and clear two-way communication with families regarding student's academic and social-emotional functioning and school and classroom information.
- Determine the methods and media that will be used, including social media, email, automated calls, US mail, flyers, and so on
- Ensure all communications are in both English and the home language. See the [Translation Resources section on the MDE webpage](#)
- Ensure teachers know and understand the school communication plan
- Consider a monthly survey to gather information from parents, students and teachers

The Academy will aid in the destigmatization of COVID-19:

- Keep staff and students abreast of the facts to reduce stigmatization: School mental health professionals should be involved in shaping messages to students and families about the response to the pandemic. Fear-based messages widely used to encourage strict physical distancing may cause problems when schools reopen, because the risk of exposure to COVID-19 may be mitigated but not eliminated.
 - [Conversations about COVID-19](#)
 - [CDC Guidance to Reducing COVID Stigmas](#)
 - [COVID Bullying](#)

The Academy will support staff with understanding normal behavioral response to crises:

- [Commons behaviors and reactions from COVID-19](#)

The Academy will utilize best practices resources to assist with talking through trauma with children:

- [Nine Tips for Talking to Kids about Trauma](#)
- [Tips for Survivors of Disaster or Other Traumatic Event](#)
- [Trauma Sensitive Schools Professional Development](#)
- [How Trauma Effects Kids in School](#)
- [Traumatic News Can Trigger PTSD-Like Symptoms](#)

The Academy will provide positive self-care strategies that promote health and wellness.

- The school leader will give thoughtful consideration to these issues prior to staff returning to work and [attending to staff well-being](#) should be ongoing
- Resource for training staff about COVID-19 and [Staff Wellness](#)
- [Mindful Teachers Self-Care Resources](#) This site is continually updates with articles, videos, and resources to help teachers practice self-care
- [Headspace for Educators](#) Mindfulness and Guided Meditation App available to



educators at no cost. The website includes a 6-week guide specifically developed for teachers in PDF form-no registration required.

- [TED Talks Importance of Self-care Playlist](#)
- [Daily Dose of Kindness Self-care blog](#)
- [Skovholt Practitioner Professional Resiliency and Self-Care Inventory](#)
 - A simple tool to guide professionals in the helping professions such as teaching and counseling self-reflect around four subscales: Professional Vitality, Personal Vitality, Professional Stress, and Personal Stress
- [Cultivating Well-Being in Challenging Times](#) with Dr. Jean Clinton
 - New Pedagogies for Deep Learning: Dr Jean Clinton, NPDL Special Advisor, shares her wisdom and thoughts about well-being, learning and life through this YouTube playlist

Not Implemented: *(Specifically identify which protocols on page 29 that are identified as “Strongly Recommended” that the Academy will not implement.)*

All strongly recommended Mental & Social-Emotional Health protocols were implemented for Phase 4.

Instruction Phase 4

Instruction Overview:

The following section will outline the Academy’s plan to deliver instruction during Phase 4 of the Michigan Safe Start Plan as it relates to governance, instruction, communication, professional learning and monitoring. It will include whether the Academy will offer in-person instruction, remote learning options, hybrid approaches and/or rotating in-person schedules.

Governance:

Before reopening for the school year, the Academy created a school Return to School committee, led by Carmen Willingham at the middle/high school and Alberta Galarza at the elementary school. The team met weekly on several occasions throughout the summer to develop the plan. The committee was composed of a broad group of stakeholders, including:

MS/HS:

- Elizabeth Clinton
- Valerie Morgan
- Francene Ambrose



- Francine Gresham
- Aileen Campbell
- Harry Mont
- LaDonna Sawyer
- Geisele Holmes
- Jean Lee
- Ernest Parker

Elementary:

- Pamela Shaffer
- Silvia Vargas
- Wendy Cronce
- Chelsea Zajac
- Suzanne Rocca
- Laura Bliss
- Cynthia King
- Carolyn Tola
- Elizabeth Hooten
- Micah Davis
- Florencia Paden
- Albert Cobb
- Gregory Anderson
- Bonnie Rehberg

Feedback was gathered from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and virtual parent meetings. The Academy's remote learning plan was revised to incorporate feedback and input from stakeholders to improve its effectiveness. The remote learning plan will be shared with all involved stakeholders in case of a return to remote learning before the students return.

Instruction:

Elementary Hybrid Learning Option:

For grades K-5, the hybrid learning option will require students to be physically present in the classrooms for two days for in person instruction and virtual instruction for three days per week. In-person schooling will take place from 8:00 A.M. - 3:15 P.M. Students will be expected to participate in live virtual instruction on remote learning days.



Middle/High School Hybrid Learning Option:

For grades 6-12, the hybrid learning option will require students to be physically present in the classroom for two days, present during live, virtual instruction two days per week, and to participate in intervention, either through an LMS or live virtual instruction, on Wednesdays. In-person schooling will take place from 8:00 A.M. - 2:32 PM. Students will be expected to participate in live virtual instruction on remote learning days.

K-12 Online Learning Option:

We will also offer a fully virtual option to students and families who do not feel comfortable sending their child(ren) to school for in-person instruction. Instruction will be provided by district teaching staff both synchronously and asynchronously through various programs including, but not limited to, Seesaw (K-2) and Google Classroom.

Whether students are participating in hybrid learning or online learning, all students' academic progress will be assessed within the first few weeks of the school year to assist staff in identifying gaps and planning appropriate, grade-level instruction to students, while incorporating time for remediation as necessary. All required additional supports/services, including social-emotional needs, for students will be provided by the appropriate staff members. Additionally, students transitioning to postsecondary education will continue to be supported by the appropriate staff members.

Before students return, teacher expectations around instruction, planning, grading, and assessment will be disseminated and reviewed with staff. Teachers will receive training in best practices for blended or remote learning, differentiated instruction, modes of assessment, social-emotional learning, and required learning platforms. Special attention will be paid to understanding power standards, major work of the grade, and using data to identify and remediate gaps in student knowledge. Ongoing support will be provided by the instructional coaches weekly based on staff needs. Time for staff collaboration and training will be scheduled one day per week.

Communication and Family Supports:

Effective and ongoing communication is a critical component of managing any school crisis. Implementing specific communication procedures and protocols surrounding re-entry following COVID-19 school closures will allow staff, students, families, and the community to understand new and evolving actions put in place to continue the processing of educating students during these uncertain times.

- **Internal Communications**



- The school's plan for re-entry, including information regarding the health and safety measures being put in place. will be provided to all staff including detailed copies of all external communications for familiarization.
- **External Communications**
 - Stakeholders access information in a variety of ways. Our school uses a variety of communication tools to reach our audience including email, voice messaging, website, social media, and print copy mailings. Families will receive information detailing the school plan for re-entry, including information regarding the health and safety measures being put in place. Health and safety posters illustrating proper personal hygiene/hand washing while at school will be posted for students and staff. Information on school exclusion rules will be posted on the school's web page and in other communication. Families will also receive information regarding the expectations around their child's return to school, schedules, and how students will be assessed and receive feedback. Teachers will provide grade-specific activities to families and training on accessing and using the digital systems and tools. Furthermore, parents will be given opportunities to attend workshops to support digital literacy.

A marketing plan has been established that determines **who** will issue information to key audiences (staff, families, students, public). A central point of contact is vital to assuring key messages are accurate and consistent. This plan determines **what** central and supporting messages need to be drafted and sent. The central message will always be tied to student, staff, and community safety. The plan determines **when** information will be shared. District and building communications are aligned, vetted, and shared consistently to avoid confusion and anxiety. The plan finally determines methods for providing new information, housing archived information (central website location with clear links recommended), and reaching special populations (Language and Accessibility).

We will provide support for our families by including contact information and clear expectations for the routing of student and parent questions and concerns. This contact information will be posted as part of all COVID-19 related information. An expectation for a quick turnaround time as it relates to communication will be established and maintained.

Professional Learning:

All instructional staff will receive weekly support from Instructional Coaches on intentional curriculum planning. There will be monthly MTSS meetings to discuss ways to help students who are not engaged in remote learning and who are struggling with the content. Furthermore, the school will provide professional development to staff before reopening.

Training opportunities will include:

- Professional Learning Communities focused on:



- Curriculum Planning
- Differentiated Instruction to meet needs of students
- Analyzing and responding to data
- Strategies for gap closing
- Restorative supports for teachers and learning around equity and implicit bias, culturally responsive education
- Trauma-informed practices
- Training specific to newly adopted curriculum, technology, and resources (including online platforms)
- Designing learning opportunities to support remote and/or hybrid learning
 - The school will provide ongoing professional development to staff when reopening.
 - Training opportunities will include:
- Growth and development of our staff is a priority and we encourage our educators to take advantage of other professional development opportunities by continually updating and sharing available options within our [Professional Development Toolkit](#).

Monitoring

Before the school year begins, all stakeholders will have access to our reopening plan and will be able to ask questions or have concerns addressed. Staff will be trained on best-practice instructional methods, social-emotional learning, differentiated instruction, high-quality digital tools and specific required platforms. Training will be on-going to address needs as they arise.

At the beginning of the school year, all students will be assessed to assist teachers in identifying and remediating academic gaps. Instructional coaches will monitor instructional delivery and help teachers continuously adjust instruction based on district and classroom level data. Lesson plans will also be reviewed regularly to ensure grade-level content is being intentionally planned for and delivered. Feedback in the form of comments, grades, and assessments is expected weekly, at minimum, and will be monitored by administrators. Completion and accuracy of attendance, both in person and virtual, will also be monitored by office staff. Necessary materials for instruction and intervention will be audited regularly and will be ordered when needed. In addition, the school leaders will participate in the monthly MTSS meetings with the team in order to monitor student progress and identify additional support or interventions. Parents will be notified of the intervention plan and additional support for struggling students.

Communication with all stakeholders will take place regularly via robo-calls, mailings, virtual meetings, and social media. Regular check-ins with families will provide accurate, up-to-date information regarding connectivity, social-emotional health, proposed plan revision, and family situations.



Equitable Services:

Students with disabilities will be afforded the same opportunities as general education students and will be provided with all of the services required in their IEP or 504 plan. Collaborative education teachers will coordinate with general education staff to ensure all accommodations and modifications are implemented for students to have equal access to the curriculum. During virtual days, collaborative education staff will attend class meetings to support their students and provide individual or small group support.

All IEPs, IFSPs, and 504 plans will be reviewed and updated, if necessary, during the first few weeks of the school year. This will include additional needs that students might have based on the time away from associated services including OT, PT, and Speech while school buildings were closed. Special education teachers and other service providers will collaborate with general education staff to assist students and suggest accommodations and modifications to provide equitable access to the curriculum for exceptional students. They will also continue to provide required services, to the extent possible, through individual and small group virtual services beyond instruction from general education teachers. This includes contracted service providers, such as speech therapists. Instructional coaches will monitor delivery and documentation of services provided.

Not Implemented:

All strongly recommended instruction protocols were implemented for Phase 4.

Operations Phase 4

All protocols included on the roadmap for operations that are “Strongly Recommended” were used as a guide to describe how the Academy will effectively manage each of the following: Facilities; Budget, Food Service, Enrollment and Staff; Technology; and Transportation.

Facilities Protocols:

ABT will comply with all strongly recommended protocols for phase 4 before reopening for In-Person.

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
- Advocate for ISDs to coordinate with LEMPs.



- Audit any additional facilities that the district may have access to that could be used for learning.
- Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces will be cleaned several times a day.
- Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.
- Convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- Provide advanced training for custodial staff. Custodial staff will continue deep cleaning over the summer.
- Audit all school buildings with a focus on:
 - How many classrooms are available;
 - The size of each classroom;
 - Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
 - The ventilation in each classroom.
- Audit school security protocols to decide if any process changes need to be implemented.
- School security staff should follow CDC protocols if interacting with the general public.
- Maintain facilities for in-person school operations.
 - Check HVAC systems at each building to ensure that they are running efficiently. Air filters should be changed regularly.
 - Custodial staff will 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 will be widely posted, disseminated, and encouraged through various methods of communication.
 - Custodial staff will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- School leaders will 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-5 teachers, low income students, and students with special needs.
- Procure level-1 surgical masks for cleaning and janitorial staff.
- Activate school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff will wear surgical masks when performing cleaning duties.
- Maintain facilities for resumption of school operations.
- See Emergency Operations Plans in the addendum for additional details.

Staff Protocols:



ABT will follow the following COVID-19 screening protocols for staff, including the reporting of any positive cases to the local public health authority.

- Screening Protocol for Staff
 - All staff will complete a daily health screening survey prior to entering the school building and self-report to their supervisor. Answers to the health screening survey will be stored electronically. Anyone who has a temperature of 100.4 or higher, has any COVID-19 like symptoms, or had close contact with an individual who tested positive for COVID-19 or displays COVID-19 symptoms may not come to work. The employee must notify their supervisor of their situation.
- Testing Protocol for Staff:
 - If a staff member tests positive or is suspected of having Covid 19, they are to contact the School Leader. The School Leader will advise Human Resources and the local public health department. We will use our daily sign-in log for contact tracing.

ABT will follow the following STRONGLY RECOMMENDED in PHASE 4 BEFORE Reopening for In-Person

- Each school will develop protocols to ensure students and parents know what to do when entering the bus, arriving and departing from school.
- Each school leader will reach out to staff and students to understand who is coming back.
 - For staff, this will include a breakdown of the staff – administrators, educators, support staff, school counselors, etc.
 - Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).
 - For students, this should include those with preexisting conditions who may need a remote learning environment.
- Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
- 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. 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.



- Communicate any student enrollment or attendance policy changes with school staff and families.
- Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
- Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs. a 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.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- Work with school leaders to orient new school staff to any operational changes.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology Protocols:

ABT will work with our TLG tech team to create a reasonable plan for technology to explore all options for data collection, computer usage and other best practices related to technology for students and staff. See detailed technology plans attached in the addendum.

Equitable access to learning through the use of technology:

The district conducted a technology survey to determine the level of access to devices and high-speed internet. At the Elementary, we found that 65% of families have a device, which include Chromebooks, PS4, Xbox One, etc. and 91% have access to the internet. At the Middle/High School, we found that 92% of families have a device, other than a cell phone, for each child and that 85% of our families have access to high-speed internet. For families without devices and/or internet access, we will distribute Chromebooks and hot spots. Designated staff members will be available to assist families in accessing digital content.



ABT will follow the following STRONGLY RECOMMENDED in PHASE 4 BEFORE Reopening for In-Person

- The schools will survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- There will be a single point of contact in each school to plan and communicate with district technology teams.
- Each school has a technology plan that includes guidance for schools. It includes training and support for educators to adapt remote learning for the classroom.
- Each school has a technology support lead that will support staff, students and parents.
- Assign technology process leaders to key efforts and their contact information will be published on the district intranet and/or internet.
- Identify family technology liaisons to support communication regarding the use of technology. (For example, the existing parent organization may be able to fulfill this role).
- Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures will include:
 - Safely bagging devices collected at schools;
 - Sanitizing the devices prior to a repair or replacement evaluation;
 - Ordering accessories that may be needed over the summer; and
 - Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
- Each school has an asset tracking tool.
- Each school has identified a vendor to assist with processing, returning, and maintaining devices, if needed.
- Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- Prepared the Infrastructure Evaluation process. Every WiFi access point and wired network device will be tested.
- Develop a technology support plan for families.

ABT will follow the following STRONGLY RECOMMENDED protocols If Schools are Instructed to Close for In-Person Instruction (not required)

- Deploy digital learning devices and move to virtual learning.
- Communicate consistent procedures for return and inventory of school owned devices as part of a return to school technology plan. The procedures should include:
 - Safely bagging devices collected at schools;
 - Transporting them to a central location;
 - Sanitizing the devices prior to a repair or replacement evaluation; and
 - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.



- Ensure that school and community access points and wired network devices are functional.
- Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.
- Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.
- Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district.
- Continue infrastructure evaluations until all issues are resolved.
- Identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.

Transportation Protocols:

Before Reopening for In-Person Instruction, ABT will implement the following procedures:

- Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as:
 - How many buses are or could be made available in the district?
 - How much variation is there in the size and maximum capacity of buses in the district?
 - How have the buses been currently or historically used (i.e., transportation to/from school, transportation for multiple schools, athletic events, food service delivery)?
 - How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?
- Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).
- Inventory bus drivers to understand the extent of high-risk populations.
- Finalize bus procedures for bus drivers and students that are informed by public health protocols.
- Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.
- Buses will be utilized to provide food service and delivery of instructional materials in the event that the school has to close.

During the closure and summer, our transportation manager has conducted fleet maintenance, attended district and regional meetings, and has ordered necessary materials. Protocols for bus drivers are as follows:

- Clean and sanitize buses before and after every route, following appropriate procedures
- Wear a mask at all times, unless medically infeasible



- Complete a digital health questionnaire before entering the school building or vehicle

Protocols for students riding the bus are as follows:

- Temperature checks will be completed before entering the school bus; any student whose temperature is above 100.4 will not be allowed to board.
- Use provided hand sanitizer before entering the bus
- Wear a mask at all times while riding the school bus, unless medically infeasible

Operational plans in the event that the Academy is required to close for in-person instruction:

In the event that the Academy is required to close for in-person instruction, all instruction will be delivered virtually, in accordance with our plans for Phase 3. Students in need of a device to access digital curriculum and instruction will be provided with one.

Not Implement: The Academy will implement all of the Strongly Recommended protocols.



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

Safety Protocols Phase 5

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.

Specifically identify which protocols on pages 38-44 that are identified as “**Strongly Recommended**” that the Academy will not implement.

Differences between Phase 4 and Phase 5:

There are no differences in governance, instruction, operations, or social-emotional health between plans for phase 4 and 5.

Personal Protective Equipment Protocols:

To the extent that the Academy will offer in-person instruction during Phase 4 of the Michigan Safe Start Plan, 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. The Academy will 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. The Academy will cooperate with the local public health department regarding implementing protocols outlined in the Safety Protocols below.

- **Staff:**
 - Facial coverings must always be worn by staff except for meals. Facial coverings may 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. Any staff member that is incapacitated or unable to remove the facial covering without assistance, will not be required to wear a facial covering. The Academy will provide facial coverings for staff as needed.



- Special education and K-5 teachers will be encouraged to wear clear masks.
 - Homemade facial coverings must be washed daily.
 - Disposable facial coverings must be disposed of at the end of each day.
 - If a staff member refuses to comply with the Academy’s facial covering protocols for non-medical reasons, the noncompliance may result in corrective actions up to and including termination in accordance with the policies and procedures of the Employee Handbook.
- **School Transportation:**
 - Facial coverings must be worn by all students, staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering will not be required to wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, will not be required to wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. The Academy will provide facial coverings for all students, staff and bus drivers as needed.
- **Students:**
 - Facial coverings must always be worn in hallways and common areas by all students, over the age of four, in the building except for during meals. Any student that is unable to medically tolerate a facial covering will not be required to wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, will not be required to wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
 - Homemade facial coverings must be washed daily.
 - Disposable facing coverings must be disposed of at the end of each day.
 - Facial coverings must be worn in classrooms by all students grades 6-12. Any student who cannot medically tolerate a facial covering will not be required to wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, will not be required to 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.
 - The Academy will provide facial coverings for all students as needed.
 - If a student refuses to comply with the Academy’s facial covering protocols, they will be disciplined in accordance with the applicable policies and procedures of the Academy’s Student Handbook.

Hygiene Protocols:

To the extent that the Academy will offer in-person instruction during Phase 4 of the Michigan Safe Start Plan, 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.



During Phase 5 of the Michigan Safe Start Plan, the Academy will implement the following hygiene protocols:

- Clean and disinfect frequently touched surfaces, at least daily or between use as much as possible. Use of shared objects will be limited when possible, or cleaned between use.
- 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).
- Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Systematically and frequently check and refill soap and hand sanitizers. Students and teachers will have scheduled handwashing with soap and water every 2-3 hours.
- Limit sharing of personal items and supplies such as writing utensils.
- Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
- Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
- Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.

Spacing, Movement and Access:

The Academy will implement the protocols outlined below with respect to Spacing, Movement and Access, for in-person instruction.

- Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.
- In classrooms where large tables are utilized, space students as far apart as feasible.
- As feasible, arrange all desks facing the same direction toward the front of the classroom.
 - Teachers should maintain six feet of spacing between themselves and students as much as possible.
- Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
- Post signage to indicate proper social distancing.
- Floor tape or other markers should be used at six foot intervals where line formation is anticipated.
- Provide social distancing floor/seating markings in waiting and reception areas.
 - Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.



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

Screening Protocols for Students and Staff:

The Academy will follow the following COVID-19 screening protocols for students and staff, including the reporting of any positive cases to the local public health authority.

- Screening Protocol for Staff and Visitors
 - All staff will complete a daily health screening survey prior to entering the school building and self-report to their supervisor. Answers to the health screening survey will be stored electronically. Anyone who has a temperature of 100.4 or higher, has any COVID-19 like symptoms, or had close contact with an individual who tested positive for COVID-19 or displays COVID-19 symptoms may not come to work. The employee must notify their supervisor of their situation.
 - Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building.
 - Staff who develop fever or become ill with symptoms of COVID-19 at school will wear a mask and should be transported for off-site testing.
- Screening Protocol for Students:
 - The Academy will identify and designate a quarantine area and a staff person to care for students who become ill at school.
 - Students who become ill with symptoms of COVID-19 will be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children will wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
 - Symptomatic students sent home from school will not be allowed to return to school until they have tested negative for COVID-19 or have completely recovered according to CDC guidelines.
 - Students who develop fever or become ill with symptoms of COVID-19 at school will wear a mask and be transported by their parent/guardian, emergency contact, or ambulance, if clinically unstable, for off-site testing.

ABT will comply with the following protocols in the event of a lab or clinically diagnosed case of COVID-19:

- Parents and guardians will be notified of the presence of any laboratory positive or clinically diagnosed cases in the classroom and/or school to encourage closer observation for any symptoms at home.



- Symptomatic students and staff sent home from school will be kept home until they have tested negative or have been released from isolation according to CDC guidelines.
- Immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes within six feet to the student or staff member) so that they can be quarantined at home. Classmates will be closely monitored for any symptoms. At this time, empiric testing of all students in the class is not recommended. Only those that develop symptoms require testing.
- Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
 - The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.
 - Note: schools will provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).
- Employees with a confirmed case of COVID-19 will only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.

Food Service, Gathering, and Extracurricular Activities Protocols:

The Academy's plans to ensure compliance with Food Service, Gathering, and Extracurricular Activities protocols will be identified in this section. All indoor assemblies that bring together students from more than one classroom are prohibited.

Food Service:

All food service employees will wear facial coverings, face masks, and gloves when distributing food to students. Students, teachers, and food service staff will wash hands before and after every meal. Breakfast will be distributed as students enter the building and will be consumed in their first hour classroom. There will be additional, staggered lunch periods.

Athletic and ExtraCurricular Activities Protocols:



Described below is the Academy's plans to ensure compliance with athletic and extracurricular activity protocols.

- The 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 should confirm that they are healthy and without any symptoms prior to any event.
- All equipment must be disinfected before and after use.
- Inter-school competitions may be held provided that facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.
- Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding.
- 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.
- Indoor spectator events are limited to 50 people. Large scale outdoor spectator or stadium events are limited to 250 people. Spectators not part of the same household must always maintain six feet of distance from one another.

Cleaning Protocols:

During Phase 5 of the Michigan Safe Start Plan the Academy will adhere to the following cleaning protocols:

- Frequently touched surfaces including light switches, doors, benches, bathrooms, will undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- Libraries, computer labs, arts, and other hands-on classrooms will undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
- Student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures will continue to undergo normal routine cleaning.
- The Academy 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 will wear gloves, surgical mask, and face shield when performing all cleaning activities.

Transportation Protocols:

This section describes how the Academy will comply with each of the transportation protocols identified during Phase 5 of the Michigan Safe Start Plan.

- Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.
- The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.
- Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned. a Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
- Parents will be notified in the event that their child is ill and will be required to pick up their child.
- If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
- Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

Medically Vulnerable Students and Staff Protocols:

Staff Protocols:

If the need arises, and if it is possible, a staff member who is unable to complete their normal job responsibilities will be reassigned to other meaningful work remotely. The School Leader, along with Human Resources, will begin the interactive process to make proper determinations about possible reassignment.

Employees should contact their school leader or human resources to begin the interactive process to determine what, if any, assignment changes can be made.



- If state and public health officials allow, determine a model for instruction that prioritizes face-to-face learning, especially for the youngest and most vulnerable students including:
 - Early childhood and elementary students
 - Students with disabilities
 - English learners
 - Migrant students
 - Students experiencing homelessness, temporary housing, or poverty
 - Evaluate the pros and cons of each plan and prepare a summary and recommendation for the Return to School committee

Student Protocols:

The Academy will systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and updating their care plans as needed to decrease their risk for exposure to COVID-19 as identified in more detail below:

- Review student health records to determine who might require a health care plan or changes to a health care plan due to medically fragile or at-risk status.
- Many of our attendance programs (ex. PowerSchool) store data regarding student's medical conditions (outside of those students with documented 504 plans or specific medical plans).
- Changes to current 504 plans or creation of new Section 504 plans should be handled by the assigned academy's 504 coordinator. [TLG/Section 504 toolkit](#)
- [Individual Health Plan](#)
- Changes in Individual Education Programs (IEP) should be handled by the special education case manager.

Below is the Academy's process for students/families and staff to self-identify as high risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.

Self-Identifying for high risk as it applies to staff:

- Due to confidentiality, staff should communicate these unique health issues and/or concerns to the Academy's school leader.

Self-identifying for high risk as it applies to students:



- An option would be to send a questionnaire home regarding “student health” or underlying health conditions of students.
- Communication with parent/guardian(s) is Key. It is our responsibility to ensure the parent/guardian(s) has a direct voice in ensuring the additional needs of their child are being met during this pandemic.
- This task could be assigned to the Wellness Team or an individual, but the goal is to ensure that every student with a unique health need has the appropriate plan in place to ensure academic success and safety.

Additional Resources:

- [CDC Guidance: How to Care for Children and Youth with Special Healthcare Needs in Emergencies](#)
- [CDC Frequently asked questions: How COVID-19 Impacts Children.](#)
- [CDC: People Who Need to Take Extra Precaution During COVID-19](#)

Not Implemented: The Academy will implement all strongly recommended protocols.

Mental & Social-Emotional Health Phase 5

Mental and Social-emotional Health Services for Students Overview:

The Academy will provide mental and social-emotional health services for students. The Academy will administer a mental health screener, digitally for all students by a trained professional, The screener will be compliant with HIPAA and FERPA policies. Screening instructions will be offered verbally to younger students. Confidentiality will be adhered to and the academy will follow mandated reporting guidelines. [Mandated Reporter Resource Guide](#)

- [Elementary Screener \(CPSS\)](#)
- [How to administer and score CPSS](#)
- [Middle or High School Screener](#)
- [Middle or High School Mental Health Screener](#)
- [High School Screener](#)
- [Student Questionnaire \(K-12 possibly\)](#)

The Academy will establish and communicate guidelines to all staff regarding identification and rapid referrals of “at risk” students to the building-level support teams (Wellness and Response Team).



- [Create a building level Wellness and Response Team](#) with intentional connections to the District Level Wellness and Response Team
- The team may be a separate group or part of the larger Return to School Committee addressed in Governance or an existing Crisis Response Team (ex. Administrator, school social worker and/or counselor, classroom teacher, support staff member)
- [Create an adaptive Wellness and Response Team](#) with clear purposes, processes, action plans, and outcomes grounded in and across all the ten components of the Whole Child (WSCC) model
- [Whole School, Whole Community, Whole Child \(WSCC\)](#)
 - If you suspect a student has experienced grief, loss, and/or trauma during Covid-19 please use the referral form below to communicate with the mental health provider and Wellness Response Team
 - If a student or parent informs you that they would like to speak/ or have their child speak with the mental health provider please use the referral below
- [Mental Health Support Guidelines](#)
- [Wellness and Response Team Referral Form](#)

The Academy will provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.

The school social worker/counselor will provide ongoing trauma training as well as grief and loss training prior to and throughout the school year. In addition to webinars to assist with identifying and supporting our students during this pandemic.

- [Daily SEL lessons](#)
- [Talking to Elementary and Middle School Students about Covid-19 Webinar](#)
- [Trauma Sensitive Schools Professional Development](#)
- [Grief Training for Staff](#)
- [Helping Children Cope with Changes Resulting from Covid-19](#)
- [CDC Information and Guidance](#)

In order to support our students' academic success as well as social-emotional health we must ensure that "we" are taking care of ourselves. Below are resources that the academy can use to assist with supporting teachers "self-care" and resiliency to prevent burnout.



The Academy will encourage its staff to speak with a mental health professional if they are experiencing burnout, please speak with your school leader regarding additional resources

- [Mindful Teachers Self- Care Resources](#)
- [TED Talks Importance of Self Care Playlist](#)
- [A Daily Dose of Self- Care, Gratitude, and Kindness Blog](#)
- [Headspace for Educators Blog](#)
- [Skovholt Practitioner Professional Resiliency Self- Care Inventory](#)
- [Professional Quality of Life Scale](#)

The Academy will identify a point person or establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.

Guiding Questions and Resources

- Develop a communication plan regarding the services available? Have you identified what support internal staff (counselors, social workers, etc) could provide for staff in need (typically school leader) for “staff in need”?
- The Leona Group’s Employee Assistance Program, Ability Assist, offered through The Hartford, offers counseling for everything from everyday issues like job pressures, relationships and retirement planning to highly impactful issues like grief, loss or disability.
 - You can call them at anytime: **1-800-96-HELPS (1-800-964-3577)**
- The academy’s social worker/counselor/designee will establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.
- Maintain timely, accurate, and clear communication with district leadership
- Maintain timely, accurate, and clear two-way communication with families regarding student’s academic and social-emotional functioning and school and classroom information.
- Determine the methods and media that will be used, including social media, email, automated calls, US mail, flyers
- Ensure all communications are in both English and the home language. See the [Translation Resources section on the MDE webpage](#)
- Ensure teachers know and understand the school communication plan
- Consider a survey to gather information from parents, students and teachers (re: needs; in order to relay information deemed necessary to our stakeholders.

The Academy will establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).



MS/HS CrisisPlan

- **Remember, if the crisis team doesn't meet until there is a crisis, they are already behind**
- [Disaster Distress Helpline](#)

The Academy will 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.

- [Remote Learning Toolkit: Wellness](#)

Grief work-it may be helpful to provide support for students and families to process their grief over what was lost at the end of the school year.

- [Understanding Grief to Better Support Students, Families and Educators](#)
- [Helping Kids Grieve](#) (*Resources best for Primary, Intermediate, and Parents*)
- [Help for Kids](#) - *Grief resources for Primary, Intermediate, Secondary Students and Parents*
- [Helping Children and Teens with Loss for Secondary Students and Parents](#)

Closure from last school year

- Acknowledgement of experience and feelings related changes due to COVID-19
- Remain calm and reassuring. Students will react to and follow your verbal and nonverbal reactions to the changes.
- Emphasize to your students that they are safe at school. Remind them that you and the adults at their school are there to keep them safe and healthy.
- Let your students talk about their feelings surrounding COVID-19 and help reframe their concerns into appropriate thoughts.
- Give students information that is truthful and appropriate for the age and developmental level of the child.

Day one to day three of SEL activities

- Examples of how the first few days of schools could be used to focus on building community, connection, resilience and social and emotional skills
 - [Primary Template](#)
 - [Secondary Template](#)



Continued SEL/mental health services and build resiliency

- **Community and trust building**
 - Classroom meetings to set clear expectations
 - [Guidance for adults facilitating these classroom meetings](#)

The Academy will establish ongoing reporting protocols for school staff to evaluate physical and mental health status. Provide resources for staff self-care, including resiliency strategies.

The personal impact on educators and other school staff will be recognized. In the same way that students are going to need support to effectively return to school and to be prepared to be ready to process the information they are being taught, teachers cannot be expected to be successful at teaching children without having their mental health needs supported.

- Several resources will be available for staff self-care, including resiliency strategies including the Employee Assistance Programs (EAPs)
- The strain on teachers this year as they have been asked to teach differently while they support their own needs and those of their families has been significant, and they will be bringing that stress back to school as schools reopen. Resources such as Employee Assistance Programs and other means to provide support and mental health services should be established prior to reopening.
- The Leona Group Employee Assistance Program, Ability Assist, offered through The Hartford, offers counseling for everything from everyday issues like job pressures, relationships and retirement planning to highly impactful issues like grief, loss or disability.
- You can call them at anytime: **1-800-96-HELPS (1-800-964-3577)**

Identify gaps in resources

The individual needs and concerns of school professionals should be addressed with accommodations made as needed (eg, for a classroom educator who is pregnant, has a medical condition that confers a higher risk of serious illness with COVID-19, resides with a family member who is at higher risk, or has a mental health condition that compromises the ability to cope with the additional stress). Although schools should be prepared to be agile to meet evolving needs and respond to increasing knowledge related to the pandemic and may need to institute partial or complete closures when the public health need requires, they should recognize that staff, students, and families will benefit



from sufficient time to understand and adjust to changes in routine and practices. During a crisis, people benefit from clear and regular communication from a trusted source of information and the opportunity to dialogue about concerns and needs and feel they are able to contribute in some way to the decision-making process. Change is more difficult in the context of crisis and when predictability is already severely compromised.

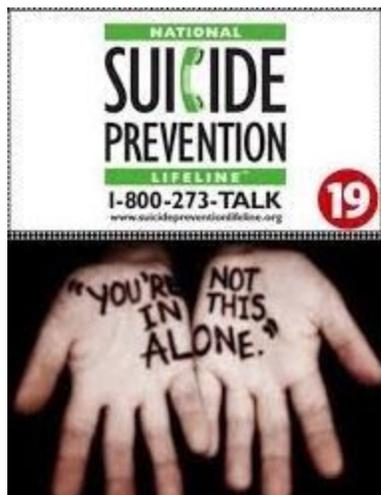
School Leaders

- Will determine and share what resources are available in your community for staff self-care including resiliency strategies. ([As an example: Eaton RESA.](#))
- Identify gaps in resources
 - The mental health provider is encouraged to do a monthly “check in” assessment by the mental health provider (virtually) to engage and assess staff’s physical and mental health status. Ex. [attending to staff well-being](#)
 - This document (check in) can be created using google survey, survey monkey, etc.
 - In addition monthly resources should be distributed to ensure accessibility to “self-care” techniques and strategies.
- Staff well-being
 - Educators and caregivers play a critical role in helping their students self-regulate and cope with stress, often ignoring their own needs in the process. This is especially true in times of crisis and uncertainty. To do this effectively, educators and caregivers need to care for themselves and manage their own stress load first.
 - Consider adapting Evansville Vanderburgh School Corporation: Building a caregiver self-regulation plan [found here.](#)
 - Create opportunities for movement and breathing at staff meetings to model and emphasize healthy coping techniques
 - Ensure that educators know where and how to receive extra support for their own mental wellness (counseling through the EAP program, community mental health partnership, etc.)
 - Consider the integration of IDOE’s Science of Happiness into planned professional learning communities.
 - Access the course on Moodle [here.](#)
 - *Learn how to enroll by watching [this webinar.](#)*
- New Pedagogies for Deep Learning
 - [Cultivating Well-Being in Challenging Times](#) with Dr. Jean Clinton



Mental health concerns may surface or worsen during this crisis. Please use the linked resources if you notice behavioral changes in yourself, your student, or someone you care for.

- [Symptoms of Depression](#)
- [Traumatic News Can Trigger PTSD-Like Symptoms](#)
- [Anxiety: Hiding in Plain Sight?](#)



- National Suicide Prevention Lifeline: Chat from the website or call.
 - From the website, "The National Suicide Prevention Lifeline is a national network of over 170 local crisis centers." suicidepreventionlifeline.org/
 - You can call for the following reasons: **1-800-273-8255**
 - *Suicidal thoughts*
 - *Information on mental health/illness*
 - *Substance abuse and/or addiction*
 - *Help a friend or loved one*
 - *Relationship problems*
 - *Abuse/Violence*
 - *Sexual orientation issues*
 - *Physical illness*
 - *Loneliness*
 - *Family problems*

Additional Resources To Consider

- [Educator's Guide to Supporting the Social Emotional Needs of Students: COVID-19 Information](#)
- [Guidelines for Reopening Schools: An Opportunity to Transform Public Education](#)
- [Social Emotional Learning](#)



- [Mindfulness for Children](#)

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

- The academy's chosen mental health assessment for students can be used as a progress monitoring tool (assessing student's progress) regarding social emotional health. This tool should be administered every 4-6 weeks.
 - [School Mental Health Referral Pathways \(SMHRP\) Toolkit \(PDF\)](#)

The Academy will leverage MDE resources for student and staff mental health and wellness support.

- [MDE School Mental Health Resources](#)
- Michigan Department of Education and Michigan Assessment Consortium collaborate on a webinar that discusses how to leverage SEL resources.
 - [Leveraging the Science of SEL: How to support health and wellness during the COVID-19 Crisis](#)
- Michigan Virtual and the Michigan Department of Education: This partnership has created a series of free online courses that inform educators on best practices in social emotional learning:
 - [Introduction to SEL](#)
 - [Integrating SEL Into Culturally Responsive Classrooms](#)
 - [Embedding SEL Schoolwide](#)
 - [Creating a Professional Culture Based on SEL](#)
 - [Trauma-Informed Support](#)

The Academy will activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).

- Develop a school level reciprocal communication plan in order to communicate with stakeholders
- Inform staff/stakeholders that there is an open platform for voicing concerns. Consider creating a listserv that encompasses the members of the Wellness Response Team.

Communication with parents and guardians, via a variety of channels:

- Maintain timely, accurate, and clear communication with district leadership
 - Consider scheduling recurring meetings within your district to collaborate on and discuss COVID hurdles that may arise as school is in session.
- Maintain timely, accurate, and clear two-way communication with families regarding student's academic and social-emotional functioning and school and classroom information.



- Determine the methods and media that will be used, including social media, email, automated calls, US mail, flyers, and so on
- Ensure all communications are in both English and the home language. See the [Translation Resources section on the MDE webpage](#)
- Ensure teachers know and understand the school communication plan
- Consider a monthly survey to gather information from parents, students and teachers

The Academy will aid in the destigmatization of COVID-19:

- Keep staff and students abreast of the facts to reduce stigmatization: School mental health professionals should be involved in shaping messages to students and families about the response to the pandemic. Fear-based messages widely used to encourage strict physical distancing may cause problems when schools reopen, because the risk of exposure to COVID-19 may be mitigated but not eliminated.
 - [Conversations about COVID-19](#)
 - [CDC Guidance to Reducing COVID Stigmas](#)
 - [COVID Bullying](#)

The Academy will support staff with understanding normal behavioral response to crises:

- [Commons behaviors and reactions from COVID-19](#)

The Academy will utilize best practices resources to assist with talking through trauma with children:

- [Nine Tips for Talking to Kids about Trauma](#)
- [Tips for Survivors of Disaster or Other Traumatic Event](#)
- [Trauma Sensitive Schools Professional Development](#)
- [How Trauma Effects Kids in School](#)
- [Traumatic News Can Trigger PTSD-Like Symptoms](#)

The Academy will provide positive self-care strategies that promote health and wellness.

- The school leader will give thoughtful consideration to these issues prior to staff returning to work and [attending to staff well-being](#) should be ongoing
- Resource for training staff about COVID-19 and [Staff Wellness](#)
- [Mindful Teachers Self-Care Resources](#) This site is continually updates with articles, videos, and resources to help teachers practice self-care
- [Headspace for Educators](#) Mindfulness and Guided Meditation App available to educators at no cost. The website includes a 6-week guide specifically developed for teachers in PDF form-no registration required.
- [TED Talks Importance of Self-care Playlist](#)
- [Daily Dose of Kindness Self-care blog](#)
- [Skovholt Practitioner Professional Resiliency and Self-Care Inventory](#)



- A simple tool to guide professionals in the helping professions such as teaching and counseling self-reflect around four subscales: Professional Vitality, Personal Vitality, Professional Stress, and Personal Stress
- [Cultivating Well-Being in Challenging Times](#) with Dr. Jean Clinton
 - New Pedagogies for Deep Learning: Dr Jean Clinton, NPDL Special Advisor, shares her wisdom and thoughts about well-being, learning and life through this YouTube playlist

Instruction Phase 5

Each of the following subsections: Governance; Instruction; Communications and Family Supports; and Professional Learning, with particular emphasis on any differences from the Academy's plans during Phase 4 and 5 of the Michigan Safe Start Plan will be addressed in the following section.

Governance Protocols:

Before reopening for the school year, the Academy created a school Return to School committee, led by Carmen Willingham. The team met weekly on several occasions throughout the summer to develop the plan. The committee was composed of a broad group of stakeholders, including:

Middle/High School:

- Elizabeth Clinton
- Valerie Morgan
- Francene Ambrose
- Francine Gresham
- Aileen Campbell
- Harry Mont
- LaDonna Sawyer
- Geisele Holmes
- Jean Lee
- Ernest Parker

Elementary:

- Pamela Shaffer
- Silvia Vargas
- Wendy Cronce



- Chelsea Zajac
- Suzanne Rocca
- Laura Bliss
- Cynthia King
- Carolyn Tola
- Elizabeth Hooten
- Micah Davis
- Florencia Paden
- Albert Cobb
- Gregory Anderson
- Bonnie Rehberg

Feedback was gathered from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and virtual parent meetings. The Academy's remote learning plan was revised to incorporate feedback and input from stakeholders to improve its effectiveness. The remote learning plan will be shared with all involved stakeholders in case of a return to remote learning before the students return.

Instruction Protocols:

Our hybrid learning option will require students to be physically present in the classroom for two days, present during live, virtual instruction two days per week, and to participate in intervention, either through an LMS or live virtual instruction, on Wednesdays. In-person schooling will take place from 8:00 A.M. - 3:15 P.M. (Elementary) and 8:00 A.M. - 2:32 P.M. (Middle/High School). Students will be expected to participate in live virtual instruction on remote learning days. We will also offer a fully virtual option to students and families who do not feel comfortable sending their child(ren) to school for in-person instruction. All students' academic progress will be assessed within the first few weeks of the school year to assist staff in identifying gaps and planning appropriate, grade-level instruction to students, while incorporating time for remediation as necessary. All required additional supports/services for students will be provided by the appropriate staff members.

Before students return, teacher expectations around instruction, planning, grading, and assessment will be disseminated and reviewed with staff. Teachers will receive training in best practices for blended or remote learning, differentiated instruction, modes of assessment, social-emotional learning, and required learning platforms. Special attention will be paid to understanding power standards, major work of the grade, and using data to identify and remediate gaps in student knowledge. Ongoing support will be provided by the instructional



coaches weekly based on staff needs. Time for staff collaboration and training will be scheduled one day per week.

For students IEPs, IFSPs, and 504 plans, the general and special education teachers will coordinate to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.

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

Also, the teams will develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

When Reopening for Instruction the schools will follow the following protocols:

- Ensure that every student:
 - Has access to standards-aligned, grade level instruction, including strategies to accelerate student learning;
 - Is assessed to determine student readiness to engage in grade-level content;
 - Is offered scaffolds and supports to meet their diverse academic and social emotional needs.
- Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
- Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.
- Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
- Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
- Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.



- Support schools to communicate regularly with families in their home language about their child’s progress and the targeted plans for students in need of additional support.

Communication and Family Supports:

Effective and ongoing communication is a critical component of managing any school crisis. Implementing specific communication procedures and protocols surrounding re-entry following COVID-19 school closures will allow staff, students, families, and the community to understand new and evolving actions put in place to continue the processing of educating students during these uncertain times.

- **Internal Communications**
 - The school’s plan for re-entry, including information regarding the health and safety measures being put in place. will be provided to all staff including detailed copies of all external communications for familiarization.
- **External Communications**
 - Stakeholders access information in a variety of ways. Our school uses a variety of communication tools to reach our audience including email, voice messaging, website, social media, and print copy mailings. Families will receive information detailing the school plan for re-entry, including information regarding the health and safety measures being put in place. Health and safety posters illustrating proper personal hygiene/hand washing while at school will be posted for students and staff. Information on school exclusion rules will be posted on the school’s web page and in other communication.

A marketing plan has been established that determines **who** will issue information to key audiences (staff, families, students, public). A central point of contact is vital to assuring key messages are accurate and consistent. This plan determines **what** central and supporting messages need to be drafted and sent. The central message will always be tied to student, staff, and community safety. The plan determines **when** information will be shared. District and building communications are aligned, vetted, and shared consistently to avoid confusion and anxiety. The plan finally determines methods for providing new information, housing archived information (central website location with clear links recommended), and reaching special populations (Language and Accessibility).

We will provide support for our families by including contact information and clear expectations for the routing of student and parent questions and concerns. This contact information will be posted as part of all COVID-19 related information. An expectation for a quick turnaround time as it relates to communication will be established and maintained.



BEFORE Reopening, the schools will ensure that they communicate and support families doing the following:

- Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:
 - Expectations around their child’s return to school;
 - Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies;
 - Plans for each of the different school opening scenarios.
- Provide resources that demonstrate schools value parents as partners in their child’s education. Offer family supports that provide families with:
 - Training about how to access and use the school’s chosen digital systems and tools;
 - Opportunities to build their digital literacy;
 - Strategies to support their child’s learning at home.

Professional Learning Protocols:

Before reopening, the district will provide adequate time for schools and educators to engage in:

- Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
- Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed.
- Share data and concerns about each student’s growth and needs with students’ assigned teacher(s) for the 2020-2021 school year;
- Identify students who potentially need additional support;
- Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.

Additionally, the district will provide professional development to staff. Training opportunities will include:

- Professional Learning Communities focused on:
 - Curriculum Planning
 - Differentiated Instruction to meet needs of students
 - Analyzing and responding to data
 - Strategies for gap closing
- Restorative supports for teachers and learning around equity and implicit bias, culturally responsive education
- Trauma-informed practices



- Training specific to newly adopted curriculum, technology, and resources (including online platforms)
- Designing learning opportunities to support remote and/or hybrid learning
 - The school will provide ongoing professional development to staff when reopening.
- Growth and development of our staff is a priority and we encourage our educators to take advantage of other professional development opportunities by continually updating and sharing available options within our [Professional Development Toolkit](#).

Operations Phase 5

Operations Overview:

All protocols included on the roadmap for operations that are “Strongly Recommended” were used as a guide to describe how the Academy will effectively manage each of the following: Facilities; Budget, Food Service, Enrollment and Staff; Technology; and Transportation.

Facilities Protocols:

There will be no change in the facilities protocols from phase 4 to phase 5. You can review the full emergency operations plan by accessing the linked documents in the addendum.

Budget, Food Service, Enrollment and Staffing:

Redeployment of Staff:

If the need arises, and if it is possible, a staff member who is unable to complete their normal job responsibilities will be reassigned to other meaningful work. The School Leader, with possible assistance from Human Resources, will speak to the employee and determine the specific needs of both the employee and the school.

Staff Protocols:

ABT will follow the following COVID-19 screening protocols for staff, including the reporting of any positive cases to the local public health authority.

- Screening Protocol for Staff
 - All staff will complete a daily health screening survey prior to entering the school building and self-report to their supervisor. Answers to the health screening



survey will be stored electronically. Anyone who has a temperature of 100.4 or higher, has any COVID-19 like symptoms, or had close contact with an individual who tested positive for COVID-19 or displays COVID-19 symptoms may not come to work. The employee must notify their supervisor of their situation.

- Testing Protocol for Staff:
 - If a staff member tests positive or is suspected of having Covid 19, they are to contact the School Leader. The School Leader will advise Human Resources and the local public health department. We will use our daily sign-in log for contact tracing.

Technology Protocols:

ABT will work with our TLG tech team to create a reasonable plan for technology to explore all options for data collection, computer usage and other best practices related to technology for students and staff. You can review the full technology plan by accessing the linked documents in the addendum.

Equitable access to learning through the use of technology:

The district conducted a technology survey to determine the level of access to devices and high-speed internet. We found that 92% of families have a device, other than a cell phone, for each child and that 85% of our families have access to high-speed internet. For families without devices and/or internet access, we will distribute Chromebooks and hot spots. Designated staff members will be available to assist families in accessing digital content.

Transportation Protocols:

During the closure and summer, our transportation manager has conducted fleet maintenance, attended district and regional meetings, and has ordered necessary materials.

Protocols for staff are as follows:

- Clean and sanitize buses before and after every route, following appropriate procedures
- Wear a mask at all times, unless medically infeasible
- Complete a digital health questionnaire before entering the school building or vehicle



Protocols for students riding the bus are as follows:

- Temperature checks will be completed before entering the school bus; any student whose temperature is above 100.4 will not be allowed to board.
- Use provided hand sanitizer before entering the bus
- Wear a mask at all times while riding the school bus, unless medically infeasible

Addendum

[ABTE Technology Plan Link](#)

[ABT MS/HS Technology Plan](#)

[ABTE Emergency Operations and Crisis Plan](#)

[ABT MS/HS Emergency Operations and Crisis Plan](#)



Final Steps for Submission

*Each district shall submit a single completed Assurance Document and Preparedness Plan to its Board Directors **in time for approval by authorizer or seven days before the first day of school, whichever comes first.***

Date of Approval by the PSA Board of Directors: 8/10/2020

Link to the Board Meeting Minutes or Signature of Board President:

*Genee M. Newman 8-10-20
ABT Board President*

Link to the approved Plan posted on the District/PSA school website:

<https://www.abtelementary.com/>

<https://www.abtmelvindale.com/>

*The Preparedness Plan will be collected by the authorizing body for public school academies for transmission to the **State Superintendent of Public Instruction and State Treasurer by August 17, 2020.** Additionally, this Preparedness Plan must be posted on the district's/PSA's website home page no later than August 17, 2020.*

Name of District/PSA Leader Submitting Plan: Academy for Business & Technology/ Alberta Galarza and Carmen Willingham

Date Received by the Authorizing Body:

Date Submitted to State Superintendent and State Treasurer:



Midwest School Re-entry Plan: Phase 2

August 2020

- The Leona Group will follow local, state and national health guidance when determining policies or next steps.
- Employees who have compromised immune systems or underlying health conditions OR who are the primary care-givers to those who have compromised immune systems or underlying health conditions should speak to their school leader about alternate accommodations. School leaders will immediately consult with the Vice President of Human Resources.
- All protocols and practices will be reviewed frequently and are subject to change based on latest guidance and regional needs. Below is guidance for the second phase of re-engagement.

Building Access for Employees and Essential Visitors (August)	
General public/visitors/vendors	<ul style="list-style-type: none">• Only essential visitors are allowed into the building (example: water leak, plumbing, facilities related approved vendors, enrolling students/families).<ul style="list-style-type: none">• During the second phase, essential visitors will perform a self check prior to entering the school building, if possible, and self report to the school. Anyone who has a temperature of 100.4 or higher, has any covid-19 like symptoms, or had close contact with an individual who tested positive for COVID-19 or displays COVID-19 symptoms may not enter the building.<ul style="list-style-type: none">○ School leaders will determine the logistics of conducting the health screening for essential visitors○ Essential Visitor Health Screen Checklist Link: COVID-19 Essential Visitor Health Questionnaire○ Refusal of screening will deny that visitor access to the facility○ Visitors must put a mask on when they enter the building. Refusal to do so will deny them entry to the building unless they have a medical reason not to wear a mask• Utilize a sign-in/out system for all visitors, contactless sign-in/sign-out is strongly encouraged.<ul style="list-style-type: none">○ Google Form○ QR code check-in/check-out



	<ul style="list-style-type: none">■ QR Code Generator Create Your Free QR Codes○ Utilizing own writing utensils if you are signing in and out
Current school staff	<ul style="list-style-type: none">● Utilize a sign-in/out system for staff members, contactless sign-in/sign-out is strongly encouraged.<ul style="list-style-type: none">○ Google Form○ QR code check-in/check-out<ul style="list-style-type: none">■ QR Code Generator Create Your Free QR Codes○ Utilizing own writing utensils if you are signing in and out● Employees should not bring visitors or helpers with them to the building under any circumstances.● Avoid surprise drop-ins.● Return staff in phases.<ul style="list-style-type: none">○ Phase two<ul style="list-style-type: none">■ Minimize the number of employees working on-site daily.<ul style="list-style-type: none">● We recommend school building hours being Monday through Thursday with staggering schedules, with Friday being a work from home day for everyone.● Create staggering schedules for teachers and year-round staff members - consider half day schedules while working on-site while still completing the workday at home.● Employees will need to use PTO or vacation days when they are off work.
Entry to the School Building	<ul style="list-style-type: none">● All school employees are required to enter through one entry point designated by the school leader. During the second re-entry phase, employees will perform a self check prior to entering the office and self report to their supervisor. Anyone who has a temperature of 100.4 or higher, has any covid-19 like symptoms, or had close contact with an individual who tested positive for COVID-19 or displays COVID-19 symptoms may not come to work. The employee must notify their supervisor of their situation.● Staff will complete a health screening survey and will continue to contact their supervisor prior to going to the building.<ul style="list-style-type: none">○ Please make a copy before using the following:<ul style="list-style-type: none">■ TLG Midwest COVID-19 Health Screening■ Electronic Version of TLG Midwest COVID-19 Health Screening○ The supervisor will confirm with the staff member that they have filled out the survey and



	<p>that they haven't answered yes to any of the questions</p> <ul style="list-style-type: none">■ All responses will go directly to the Vice President of Human Resources and they will be the only person that has access to them. <ul style="list-style-type: none">● Designate an area for everyone who enters the building to sign in/out, in case you need it for contact tracing.<ul style="list-style-type: none">○ Refer to the Return to School Plan procedures (example: <i>For signing in/out, we will have a google form that will be filled out by a designated person to collect the name, date, and time of someone entering the building to limit contact that would come from each person signing themselves in. If the designated person is not present at that time there will be a sign in sheet and sanitization protocols will be followed during this process.</i>)○ Ensure social distancing practices are utilized at the designated area: six feet distancing and/or a barrier to protect the designated person.<ul style="list-style-type: none">■ Building Management Resources
Social distancing	<ul style="list-style-type: none">● Social distancing must be followed throughout all areas of the building, maintaining a minimum of six feet of space between employees.<ul style="list-style-type: none">○ Indicate six feet on floor with tape at areas like the front office desk, copiers, and printers as a guideline● Masks are required in all common areas of the building at all times.<ul style="list-style-type: none">○ Employees may wear their own masks or we will provide a mask if necessary● Suggestions to maintain social distancing in your building:<ul style="list-style-type: none">○ Limit the number of staff in all restrooms and break rooms.○ Restrooms - if the main door to the bathroom is closed the bathroom is occupied, if it is available the door will be propped open.○ Limit in-person meetings to ensure that you can practice social distancing guidelines.○ Create a "clean in" and "clean out" procedure for areas that are used commonly. (kitchen appliances, copy machine)
In-person meetings	<ul style="list-style-type: none">● If staff meetings are necessary in-person, then they must be held in a large enough area to maintain social distancing.<ul style="list-style-type: none">○ Limit in-person meetings○ Recommend using video conferencing in lieu of in-person meetings



Delivery areas	<ul style="list-style-type: none">● Attempt to make all deliveries to building a contactless process: All supplies, packages, including mail will be left at a designated location. All packages shall be sanitized before being distributed to the appropriate person.<ul style="list-style-type: none">○ Consider setting up a table with directions for vendors that are delivering anything.● Individuals expecting delivery of food or other personal items should meet the delivery service outside of the building.
Common areas	<ul style="list-style-type: none">● Masks are required to be worn in common areas.● “Clean-in and clean-out” is required in all areas.<ul style="list-style-type: none">○ Gloves will be provided for disinfecting common areas for the “clean-in, clean-out” rule.● Please maintain social distancing protocols at all times in all common areas.● Limit the number of people using bathrooms, teacher’s lounge, conference rooms and break rooms.● All high touch surfaces and common areas will be sanitized regularly and often.● Hand sanitizer stations will be available throughout the building.
Equipment Use and Work Space	<ul style="list-style-type: none">● All shared equipment must be sanitized before and after use. (clean in, clean out)<ul style="list-style-type: none">○ Please use the provided sanitizing wipes which will be available at all equipment locations.● No work space and/or personal equipment shall be shared with other employees. Avoid sharing other personal items as well.● If a work space is shared, then the work space must accommodate the social distancing requirement including movement in the office at all times.<ul style="list-style-type: none">○ We recommend including a barrier that separates work spaces.○ We also recommend masks at all times in shared work spaces.○ We encourage relocating some employees to avoid shared work spaces.
PPE and other resources	<ul style="list-style-type: none">● Masks are to be worn in all common areas. Masks will be provided, you may also wear your own mask if you choose to do so.<ul style="list-style-type: none">○ For example, when you are entering the building and in common areas you must wear your mask. When you enter your work space the mask can be removed.○ Building Management Resources



Symptom monitoring	<ul style="list-style-type: none">• Anyone who is ill, becoming ill or who has had close contact with someone who is ill WILL NOT be permitted to enter the building. See below for more details.• At this time, we are not requiring on-site temperature checks. (this will take place at home when following the procedure of the health screening)<ul style="list-style-type: none">○ Please make a copy before using the following:<ul style="list-style-type: none">■ TLG Midwest COVID-19 Health Screening■ Electronic Version of TLG Midwest COVID-19 Health Screening
COVID-19 Exposure, Work-from-Home, and Return-to-work	
Exposure or possible exposure to positive COVID-19 cases	<ul style="list-style-type: none">• Anyone who has a possible exposure should notify their school leader immediately. School leaders will notify the Vice President of Human Resources.• Individuals with significant exposure to a POSITIVE or SUSPECTED POSITIVE COVID-19 case should actively monitor symptoms and should work-from-home for 14 calendar days from last exposure. “Significant exposure” is being within 6 feet of someone who has COVID-19 for at least 15 minutes.• Exposure or possible exposure applies to anyone at work, home or in your personal life.
Recovered POSITIVE COVID-19 cases	<ul style="list-style-type: none">• If you have been tested for COVID-19, please notify your school leader immediately that you are awaiting test results. School leaders will notify the Vice President of Human Resources.• Anyone who has tested positive for COVID-19 cannot return to work until they have been at home, away from others and <u>symptom-free for at least 24 hours</u> without the use of drugs or medicine to suppress fever or symptoms, have improved respiratory symptoms, and it’s been at least 10 days since symptoms first appeared.• Anyone who is symptom-free for at least 24 hours, without the use of medicine to suppress fever or symptoms AND has a negative COVID-19 test result may return to work.



<p>NEGATIVE COVID-19 with symptoms or untested with symptoms</p>	<ul style="list-style-type: none">• Anyone who has any symptoms of illness, should notify their school leader immediately. School leaders should notify the Vice President of Human Resources.• Anyone who has <u>tested negative</u> for COVID-19 AND has any symptoms of illness (fever, cough, shortness of breath), should stay home, away from others and can return after they have been <u>symptom-free for 24 hours</u>. “Symptom-free” includes not using drugs or medicine to suppress fever and/or symptoms.• Anyone who has any symptoms of illness should stay home, away from others and can return after they have been <u>symptom-free for 24 hours</u>. “Symptom-free” includes not using drugs or medicine to suppress fever and/or symptoms.• At this time, a healthcare provider’s note for employees who are sick with acute respiratory illness is not required to validate their illness or to return to work.
<p>Displaying symptoms at work.</p>	<ul style="list-style-type: none">• Anyone displaying any symptoms of illness, should notify their school leader immediately. School leaders should notify HR.• Anyone displaying any symptoms of illness in the workplace, should be isolated until they can be sent home.• Anyone displaying any symptoms of illness should stay home, away from others and can return after they have been symptom free for seven days from the date symptoms first appeared; and have three consecutive days without fever and with improvement in respiratory symptoms.• People with significant exposure to this person will be notified and sent home.• Areas where this person worked, including common areas, will be closed for cleaning/sanitization.



<p>Procedure if someone in the office tests positive for COVID-19 after returning to work</p>	<ul style="list-style-type: none">• HR/School Leader will send out a notice to those exposed without identifying the individual who tested positive, unless consent is received• Anyone who has a possible exposure should notify their school leader immediately. School leaders will notify HR.• Individuals with significant exposure should work-from-home for 14 calendar days from last exposure. "Significant exposure" is GREATER than 15 minutes and/or LESS than 6 feet apart.
<p>Request to Work from Home/Alternate Accommodation</p>	<ul style="list-style-type: none">• If the employee wants to request to work from home they need to contact their school leader who will then contact the Vice President of Human Resources who will initiate the necessary paperwork.
<p>Return to Work concerns</p>	<ul style="list-style-type: none">• The school leader should contact the Vice President of Human Resources who will then contact the employee to discuss their reasoning for not wanting to return to work. A plan will be developed on an individual basis.
<p>Building Set-up</p>	
<p>Preparing the building for students' arrival in the Fall</p>	<ul style="list-style-type: none">• Provide an opportunity for teachers to set up their classrooms, while minimizing contact and maintaining social distancing at all times.• Provide opportunities for staff to set up the school building for the return of students.• Have a process in place for families to safely enter the school to enroll.<ul style="list-style-type: none">○ Work to manage the numbers based on the flow of traffic, encourage parents to be patient as you walk through this new process. Steps need to be taken to work within the



	<p>social distancing guidelines.</p> <ul style="list-style-type: none">○ Indicate six feet on floor with tape in all of the areas/stations you will be utilizing during this process as a guideline for families and staff● Try to wrap up as many things as possible when families enter the building at this time, for example: turn in or complete enrollment forms, drop off medications, order/pick-up uniforms, etc.● Try to make this process as quick and efficient as possible, remind families that this is not the time for extended socializing, and that there is faculty and staff on campus to assist with keeping the process moving along.
--	---