

MULTICULTURAL ACADEMY
COVID-19: VIRTUAL LEARNING 2020
AND
COVID-19 PREPAREDNESS AND RESPONSE PLAN
2020-2021



**MULTICULTURAL
ACADEMY**

Building diversity & great minds

A Tuition-Free Charter Public School

**Multicultural Academy
COVID-19 Preparedness and Response Plan 2020-2021**

Address of School District: 5550 Platt Rd. Ann Arbor, MI 48108

District Code Number: 81908

Building Code Number: 81908

District Contact Person: Mohana Mukherjee, Principal

District Contact Person Email: mmukherjee@academyk8.com

Local Public Health Department: Washtenaw County Health Department

LPHD Contact Email: Yetc@washtenaw.org

Name of Intermediate School District: Multicultural Academy

Name of Authorizing Body: Bay Mills Community College

Date of Adoption by Board of Directors: August 6, 2020

**Putting
Students
First**

Multicultural Academy 5550 Platt Road, Ann Arbor, Michigan 48108
Phone: 734-677-0732 Fax: 734-677-0740



Building diversity & great minds

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**MULTICULTURAL
ACADEMY**

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 in is in Michigan Safe Start Plan Phases 1-3.
- The Academy's sponsored inter-school, after school activities and athletics will be suspended when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.
- The Academy will comply with guidance from the United States Department of Education, including its Office of Civil Rights and office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- The Academy will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement if applicable.
- The Academy prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.

President of the Board of Directors

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MULTICULTURAL ACADEMY
COVID-19: VIRTUAL SCHOOLING, 2020
And
COVID-19 PREPAREDNESS AND RESPONSE PLAN
2020-2021

Introduction and Overview

Multicultural Academy is a charter public Prek-8 school dedicated to provide effective education to its students and to contribute to the wellbeing of its community. Notwithstanding the challenges and stringent conditions that are imposed by COVID-19 pandemic, MA made and continue to make every effort to provide its students with a safe and productive learning experience.

Guided by its vision, MA realizes its duty to continue impacting the life of its students and enable them to continue their lifelong learning journey during these uncertain times.

MA reverted to virtual distant learning to guard against interrupting students access and right to education. MA is experienced in virtual learning and this remote schooling method did not come to its leadership and to some teachers as a novel concept. Drawing on this experience enhanced MA's ability to carry out its mission to maintain a safe learning environment that will maximize students learning potential under the conditions of COVID-19 pandemic.

The following is an overview of MA's transition into and implementation of the virtual schooling plan during COVID-19 epidemic:

The Transition to online learning;

At MA we understand that moving school systems to a remote learning environment, because of school building closure, is not just a shift into the technical domain. It is an educational and instructional challenge. Technology is only a means for delivery. This transition involved general and specific requirements. In general it required a close collaboration between the team at the Academy and students/families, to ensure preparedness and effective transition on both sides. The transition, on the other hand, involved specific requirements for each side.

For us at the Academy, the transition required intensive networking involving instructional content, technology, operational and service teams. Taking students and teachers outside the class room and school building was an educational transformation that required a rapid mobilization across the district to transform delivery. For the students/families the transition required assurances that the new learning environment is suitable for remote learning, at least for the at home technological set up. These requirements warranted the Academy's leadership and administration to address some immediate challenges with urgency.

These are:

Immediate Challenges;

Are teachers prepared to teach in an online environment?

How and when classrooms content should be delivered? How do we prepare teachers who have never used to teach online in a remote environment? Are teachers ready to manage online? Will students and

families have access to technology? How those families with limited English will handle the transition? How will our IEP/SPED students handle the transition? What services should continue during COVID-19 and during the transition? How necessary access to school building be handled? Etc., etc.

Initiatives Taken;

We at MA had undertaken the challenge with resilience, collaboration, teamwork and extreme dedication. On a very short notice, our teachers peer trained each other on technology, setup students profiles on seesaw, Educ.reation. In a timely fashion, our teachers were ready to transform class room content and reach out to their students and families.

As for the students/families, at their new learning setting, we were able to distribute chrome books to every family; we were able to help and guide students and parents to setup technology to facilitate the transition; we were able to bi-lingually support families with limited English thorough our bilingual staff; we were able to assist the families to setup the internet at home, especially those who did not have one.

In all steps of plan initiation and implementation, communication with all stakeholders have been the key. All school children have received a formal letter, the alert system utilized, and the school social media page is being updated. Classroom teachers and subject teachers individually contact all parents at all for the same. The plan also is posted on the Academy's website. This is in addition to the following multiple ways so that all pupils can access learning:

Instructional videos

Instructional Activities

Zoom Real Time Classroom

Question/Answer/Discussion Forum

Supplemental Learning Packets

Teacher-Student communication via phone/email/message

Delivery Alternatives

We also considered alternatives for delivering instruction. Often technology is seen as "the solution" but it may not be the best solution for students and teachers. We leveraged simpler methods of providing instruction including via email or utilizing books and paper/pen assignments more like a traditional correspondence course. We had mailed out packets and through out of the box to help students in the way that most suited them.

We did regular zoom meetings and made ourselves available throughout the week to cater to one-on-one student needs. We tracked students' attendance, progress and communicated with parents more than ever before.

Strategies to monitor student leaning:

Students are required to submit weekly assignments by Friday of the week.

Students are required to undertake quizzes and assessments as and when a teachers allot it through out the remaining semester.

Students can scan/take photos of the learning packets and email/text it to the teachers.

Teachers to keep track of the students submitted data and submit a weekly report to the Principal.

The team virtually held weekly discussion about class progress and teachers provided to then individualize learning packets as per requirement.

Students are encouraged at a minimum to contact their teachers weekly with concerns.

Special Education Students:

During distance learning, our special education staff (which includes teachers, a speech and language pathologist, social worker, and school psychologist) worked together to provide social emotional support and individual learning opportunities.

Sometimes students would just come online to feel good, express emotions and move on with day to day different scenarios.

Our team also catered lessons and activities that were directly related to each student's IEP were delivered in a variety of ways such as through virtual live lessons, instructional videos, video recordings, online platforms (SeeSaw, Zoom, Google Classroom, Etc.), paper/pencil packets, and/or by phone. In addition, special education staff communicated regularly with families and general education teachers to ensure modifications and accommodations were included in all classrooms assignments.

Online Summer School:

At Multicultural Academy, the online summer school program was decided upon in an effort to keep both students and staff safe as we continue the growth of the students. We offered it to the whole school and targeted skill areas of ELA and Math.

Summer School teachers collaborated with one another and researched student progress data to decide upon appropriate and necessary concepts to teach. 65 students are attending real time instructional lessons.

The remaining of the population will have access to the materials and lectures to self paced learning before and after school reopens.

The teachers are available throughout summer school term and beyond to cater to student needs both academic and emotional.

The uniqueness is that it allowed teachers to provide summer school services to more students than ever. In the past, summer school participation was limited.

Teachers go to know students from different grade levels better which allowed them to continue to build relationships despite not being in the classroom.

Food Distribution:

We are Title I school and more than many others, we recognized the need of providing healthy meals every day. To best serve the community, we have put together a plan, starting Friday March 27, 2020 to serve packets of breakfast and lunch "to go meals" available. The food distribution was not just for our school families, but was open to anyone in need. It was a great way to greet and connect with the students and community members.

School Building Accessibility:

Although MA building is officially closed, a partial use of the building during COVID-19 time was inevitable. Food service operation, accessibility of the building to administration and teachers as needed and to a minimum, and consequent housekeeping, were the reason to partially open the building. However, extreme safety requirements and safety guidelines were enforced.

In Concluding this overview, and as we still operate under these unprecedented conditions we at MA are confident that as a team we shall continue to strive for the best of our students and community. No matter what fall 2020-2021 looks like, we have ensured that we put in our best efforts to ascertain that students are academically and emotionally ready for the next grade. We will continue to plan and re-plan to meet any challenge and deliver the education that supports the whole child academically, socially and emotionally.

MULTICULTURAL ACADEMY
COVID-19 PREPAREDNESS AND RESPONSE PLAN
2020-2021

PREAMBLE

This Multicultural Academy's COVID-19 Preparedness and Response Plan for the 2020-2021 school year, was approved by MA's Board of Directors in the special Board meeting held on August, 2020. This plan is developed using resources provided in the Michigan Governor's Executive Order 2020-142 Provision of Prek-12 Education for the 2020-2021 School Year; the Michigan safe Schools: Michigan's 2020-2021 Return to School Roadmap; and Michigan Safe Start Plan. This COVID-19 PRP will be submitted to BayMills Office of Charter Schools, BMOCS on 10 August 2020 to be forwarded to the Michigan Schools Superintendent and Michigan Treasury in a timely fashion. The plan will also be submitted to Epicenter and Posted on the Academy Website.

PHASE 1,2, or 3 of COVID-19

Plan for Operating During Phases 1,2 or 3 of the Michigan Safe Start Plan: (Phase 1, Uncontrolled Growth; Phase 2, Persistent Spread, Phase 3, Flattening).

PHASE 1,2, or 3 SAFETY PROTOCOL

MA Building Closure/Limited Access

MA building will be closed for in-person instruction during phases 1,2,or 3 of COVID-19. MA will limit access to the building for employees who provide essential and basic services. These are: food services, housekeeping, and maintenance, and staff and teachers to a minimum.

Safety Requirements

All individuals who are permitted to enter the building during closure, must adhere to the following safety requirements:

SPACING AND MOVEMENT

All individuals who are permitted to enter the building are mandated to follow all CDC guidelines. Those who fail CDC guidelines will not be allowed into or stay in the building.

FOOD DISTRIBUTION

School will continue providing food services to students/families. The school will conduct meals distribution from 11:00 AM to 1:00 PM. As drive through every Monday, Wednesday and Friday.

SCREENING STUDENTS

Screening is not applicable because school is closed for the in-person instruction

SUSPENDED OPERATIONS

All inter school activities including athletics are discontinued; all after school activities, events, gatherings are discontinued, and all busing operations are definitely suspended during phases 1,2, or 3 of COVID-19. MA building will not be used by licensed childcare providers.

Transportation

All_busing operations are definitely suspended during phases 1,2, or 3 of COVID-19.

BUILDING CLEANING AND MAINTENANCE

Building housekeeping and routine maintenance will be adjusted to maintain building functional order during building closure to in-person instruction.

PHASE 1,2, or 3 MENTAL AND SOCIAL-EMOTIONAL HEALTH

MA MENTAL AND SOCIAL-EMOTIONAL HEALTH SERVICES

Upon starting the Fall 20-21 school year, teachers and staff will attend professional developments with a focus on trauma-informed best practices, cultural responsiveness, and social-emotional learning. As the

year proceeds, these trainings and offers of information will be ongoing and provided to staff in a variety of ways. This includes professional developments, online trainings, and research-based studies and articles.

Teachers and staff will reach out to students regarding their health, wellbeing, and social-emotional needs on a weekly basis. Staff will ensure that their interactions/communication is both meaningful and intentional, with the student's mental and emotional needs at the forefront. In addition, teachers will incorporate social-emotional learning and mental-health check-ins in their curriculum. Universal screeners will also be used to assist with identifying students who may be at risk for a mental health concern and may need monitoring and/or intervention.

The Academy will also provide staff and students with self-care and mental health resources both online and within the community on a continual basis.

PHASE 1,2, or 3 INSTRUCTION

Governance

We will create a district Return to Instruction and Learning working group/Task Force, potentially led by the Director of Curriculum, Chief Academic Officer, or the equivalent, and composed of a broad group of stakeholders on the district and school level.

The group will gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.

The group will revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.

The Learning working group will share the district's remote learning plan with all involved stakeholders.

Alternative Modes of Instruction

While in person instruction is suspended, we will use complete virtual instruction. We will use Google Classroom and Google Meets/Hangouts as a universal school wide platform. Which will include each grade level teacher (elementary) and subject teacher (middle) having their own Google Classroom class page. This will allow teachers to communicate with students, assign homework and give needed assessments. Teachers will be able to meet in a LIVE/real time setting with their whole group as well as hold separate small group meetings with selected students, to guarantee the needed MTSS interventions are being supplied.

To ensure continued student learning, we will continue to implement communication on a weekly basis, to reach every family and student in their home language through multiple modes (e.g., text, call, email) to share expectations of their students during the duration of the closure. We will communicate with every family any decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time, and estimated workload. We will provide needed support and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child. We will also provide every family with training on accessing and using the school's digital systems and tools, and workshops for families to build digital literacy. We will provide each student of every family, with a Chromebook to provide meaningful access to our alternative modes of instruction. We will ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and

complete schoolwork. We will continue to use the systems already in place to monitor and track students' online attendance daily. Teachers will assess the quality of student work and provide feedback to students and families. Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

Students with Disabilities

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. We will review students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's needs based on assessment data and parent feedback, and design accommodations and match services accordingly. We will work to commence online intervention and support services. Plans made will include all programs and learning environments, especially special education, birth to five services, and career and technical education. We will continue to implement the structures in place for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Teachers will conduct checkpoints with school leaders around curriculum and instruction and ongoing monitoring of student progress, specifically honing-in on the progress of students in need of additional support. We will remain connected with MDE about policies and guidance. We will develop a continuation of services plan for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Secure supports for students who are transitioning to postsecondary.

Not Applicable

PHASE 1, 2, or 3 OPERATIONS

Facilities

Academy will audit necessary materials and supply chain for cleaning and disinfection supplies. Continue to maintain school building 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. School to create a contingency plan to coordinate the use of school buildings for essential actions including elections, food distribution, and childcare, particularly for essential workers.

Technology

Academy to survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning. Based on survey results, school will designate a person to act as liaison with families and provide help in devices and training as needed. School-wide technology plan to, include training and support for educators to adapt remote learning for the classroom.

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

The return of device plan to include:

- Safely bagging devices collected at school
- Sanitizing the devices prior to a repair or replacement evaluation
- Ordering accessories that may be needed over the summer
- Academy to have a set plan for conducting prepared maintenance.
- Every Wi-Fi access point and wired network device to be tested.
- Continue to monitor device usage and compliance with online learning programs.
- Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.

Educators, administrators, and technology liaison will perform the following duties:

- Ensure that students can submit assignments and be evaluated accordingly.
- Schedule ongoing staff training on platforms and tools.
- Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.
- Ensure every student has access to the appropriate technology and connectivity needed to continue learning.

Budget, Food Service, Enrollment, and Staffing

Academy will work with MDE to understand flexibility with hiring and conduct interview in remote environments.

Food distribution will continue every Monday, Wednesday, and Friday from 11am- 1pm as drive through.

Will communicate with families via all means of communication to ensure that the word reaches out.

All teachers and students are expected to be available on remote platform to be counted as “present.”

PHASE 4 OF COVID-19 (VIRUS CONTAINED)

Introduction

MA is aspiring to reopen for in-school instruction and operation. It is however, bound by the absolute support and readiness of its students/families and teachers to achieve this step. For this reason, MA conducted a COVID-19 targeted survey to measure and secure its students/families and teachers ability, willingness, and readiness to engage in the gradual reopening of the Academy. Data that are based on our survey instrument were as follows:

See data presented in Appendix A. The following is a summary:

- 58.62% of families will not attend school under current conditions

- 55.17% Prefer to maintain a full-time virtual schooling
- 65.52% Favor blended (in school part time/virtual part time 34.48% objected)
- 58.62% Will not ride the bus
- 24.14% Will ride if social distance is maintained
- 89.28% Support facial coverage
- 10.72% Do not support

Respondents are families and majority of them have more than one child in our school. In addition to the families, the majority of our teachers expressed their preference to remain virtual under the current COVID-19 status.

Based on this binding information, MA Board of Directors decided to continue providing its students with virtual education, during September 2020. In the meantime, MA leadership will continue collaborating with students/families to reevaluate their readiness to gradually renormalize their return to in-school attendance in light of the changing conditions of COVID-19. In the meanwhile, MA continued to prepare for Phase 4 of COVID-19. The following is our response to Phase 4:

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

Phase 4 Safety Protocols

Phase 4 plan is to have instructions available in person in school with a limited number of students each day with the options of fully virtual if some parents opt for it.

Personal Protective Equipment

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 must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering. Those unable to wear facial coverings must maintain a safe social distance from others.

PreK-5 and special education teachers consider wearing clear masks. Homemade facial coverings must be washed daily.

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

Facial coverings must always be worn in hallways and common areas by preK-8 students in the building except for during meals.

Any student who is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not 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 6-8. Any student who cannot medically tolerate a facial covering must not wear one but must maintain safe social distance.

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.

Facial coverings will be considered for K-5 students and students with special needs in classrooms.

Facial coverings will be considered for PreK students and students with special needs in hallways and common areas.

Facial coverings are not recommended for use in classrooms by children ages 3 and 4.

Hygiene Protocol

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) will be available throughout the building. School-wide, we will teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

We will 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.

We will keep students' personal items separate and in individually labeled cubbies, containers, or lockers.

We will limit use of classroom materials to small groups and disinfect between use or, provide adequate supplies to assign for individual student use.

We will procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.

We will post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.

All 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, will be kept of non-school employees or other visitors entering and exiting the building.

Spacing, Movement and Access

MA will follow the required protocols for Spacing, movement and access.

Space desks will be six feet apart in classrooms.

Class sizes will be kept to the level afforded by necessary spacing requirements.

In classrooms where large tables are utilized, we will space students as far apart as feasible.

We will arrange all desks facing the same direction toward the front of the classroom.

Teachers to 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 will be clearly posted to indicate proper social distancing.

Floor tape or other markers will be used at six foot intervals where line formation is anticipated.

We will provide social distancing floor/seating markings in waiting and reception areas.

Signs will be on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.

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

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

“Specials” (like Art, Music, and World language) will be brought to the classrooms instead of having students move to different locations.

If all students cannot fit in the classroom space available, Academy will consider implementing a staggered school schedule that incorporates alternative dates of attendance or use of virtual teaching.

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

Staggered movements at incremental intervals will be used if feasible to minimize the number of persons in the hallways as able.

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

Weather permissible, physical education should be held outside and social distancing of six feet should be practiced.

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

Gathering

There will be no mass gathering in the building.

Extracurricular activities

All extracurricular activities will be conducted but maintaining all protocols and distancing.

Screening Students and Staff

We will cooperate with the local public health department regarding implementing protocols for screening students and staff.

When ill at school

We 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 should be kept home until they have tested negative or have completely recovered according to CDC guidelines.

Health Monitoring

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

Families to be encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.

Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.

Testing Protocols for Students and Staff and Responding to Positive Cases

Academy to cooperate with the local public health department regarding implementing protocols for screening students and staff.

Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.

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

Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.

In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made 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. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19

Responding to Positive Tests Among Staff and Students

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

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

Employees with a confirmed case of COVID-19 should 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.

Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.

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

Food Service, Gathering, and Extracurricular Activities

MA will :

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

Classrooms or outdoor areas will be used for students to eat meals at school, if distancing guidelines cannot be made.

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

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

Students, teachers, and food service staff will wash hands before and after every meal.

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

Large scale assemblies of more than 50 students are suspended.

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

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

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

MA will offer telecasting of assemblies and other school-sanctioned events.

Extracurricular activities may continue with the use of facial coverings.

Athletics

MA 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 will 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 will be disinfected before and after use.
- Academy may participate in Inter-school competitions with mandatory facial coverings and school transportation will be provided.
- Buses will be cleaned and disinfected before and after every use, following all procedures and protocols of bus cleaning and hygiene.
- Spectators will be allowed provided that facial coverings are used by observers and six feet of social distancing are maintained at all times.
- Attention will be given to entry and exit points to prevent crowding.
- Each participant will use a clearly marked water bottle for individual use. There will be no sharing of this equipment.
- Handshakes, fist bumps, and other unnecessary contact will not occur.
- Indoor weight rooms and physical conditioning activities that require shared equipment will be suspended.
- Outdoor physical conditioning activities will be allowed while maintaining social distancing.

- Large scale indoor spectator events will be suspended. Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household will maintain six feet of distance from one another.

Cleaning

Academy will follow all measures to make sure cleaning protocols are maintained. 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.

We 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 masks, and face shield when performing all cleaning activities.

Transportation Protocols

To mandate 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 K-8, if medically feasible, must wear facial coverings while on the bus, unless medically incapable. Decisions about these situations to be made on a case-by-case basis with local public health officials and family of student.

Clean and disinfect transportation vehicles before and after every transit route.

Children will not be present when a vehicle is being cleaned.

To 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.

Create a plan for getting students home safely if they are not allowed to board the vehicle.

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 are refreshing.

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

Upon starting the Fall 20-21 school year, teachers and staff will attend professional developments with a focus on trauma-informed best practices, cultural responsiveness, and social-emotional learning. As the year proceeds, these trainings and offers of information will be ongoing and provided to staff in a variety of ways. This includes professional developments, online trainings, and research-based studies and articles.

Teachers and staff will reach out to students regarding their health, wellbeing, and social-emotional needs on a weekly basis. Staff will ensure that their interactions/communication is both meaningful and intentional, with the student's mental and emotional needs at the forefront. In addition, teachers will incorporate social-emotional learning and mental-health check-ins in their curriculum. Universal screeners will also be used to assist with identifying students who may be at risk for a mental health concern and may need monitoring and/or intervention.

The Academy will also provide staff and students with self-care and mental health resources both online and within the community on a continual basis.

Phase 4 Instruction

Governance

Academy created the Return to Instruction and Learning working meetings, potentially led by the Chief Academic Officer, Management Company and School

Administration to:

- Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
- Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
- Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

Parent and Family Engagement Leading up to decision

Academy conducted parent engagement surveys. While some families may appreciate relying more heavily on virtual learning, limited few expressed a desire for limited capacity in-person instruction. This information is being used to refine the school's overall approach to scheduling, as well as specific courses (or sections of courses) that will be offered virtually. This information will also be used to develop schedules that allow for the lowest-possible class size for in-person instruction.

Instructional Plan

Academy will:

Activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials.

Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation, based on student, family and teacher surveys.

- Assignments will still be done on Google classroom.
- Students will come to school two days a week.
- Teachers will decide which students come to school on what day, based on data and skill levels. (split class in half).
- Students receive virtual instructions for 3 days of the week.
- Teachers will give students assignments in person, then make a digital copy of the same assignment for the homeschooled students.
- Assessments on every subject on every Friday.

Communication

The administration and all teaching staff will conduct all students, all parent webinars to explain the process.

- Expectations around their child's return to school
- Clear information about schedules and configurations, if in a hybrid model
- Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies

All school children will receive a formal letter, the alert system will be utilized, and the school social media page will be updated. Classroom teachers and subject teachers will individually contact all parents for the same. The plan will also be posted on the Academy's website.

- We will communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support. If hybrid, we will activate plans to monitor and assess connectivity and access for all families, to ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.

Family Support

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; a Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child; a Opportunities to build their digital literacy; and Strategies to support their child's learning at home.

Professional Learning

Academy will provide adequate time for 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.
- Create a plan for professional learning and training, with goals to navigate through the new forms of instructional delivery, platform and best practices with emphasis on socio-emotional learning.
- We will also 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. We will procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
- We will 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. We will 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.
- Grade level (elementary) and Subject area (middle) teachers will take daily attendance. We will develop systems to monitor and track students' online attendance daily. Teachers will keep track of student work, inputting grades on a weekly basis. Teachers will assess the quality of student work and provide feedback to students and families.

Phase 4 Operations

Before In-Person Instructions

Academy will:

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

- 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 should 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.

Audit all school building with a focus on:

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

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 should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
- Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.
- Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- 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.
- Custodial staff should wear surgical masks when performing cleaning duties.
- Maintain facilities for resumption of school operations.

Budget, Food, Enrollment and Staffing

Budget will:

Support schools in assessing student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).

Support schools in conducting staff and student outreach to understand who is coming back. For staff, this should include a breakdown of the staff, administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.

Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).

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

Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs

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. a 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.

Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.

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

Distribute chrome-books to all families

Provide letters to parents for internet services, if applicable

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

The procedures should include:

Safely bagging devices collected at schools

Sanitizing the devices prior to a repair or replacement evaluation

Ordering accessories that may be needed over the summer

Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement. a Identify an asset tracking tool.

Identify 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.

Prepare the Infrastructure Evaluation process. Every Wi-Fi access point and wired network device should be tested. a Develop a technology support plan for families.

Transportation

- 3 busses will be prepared for student transportation.
- 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.
- Utilize buses to provide food service and delivery of instructional materials where possible.

In case of transition to fully remote

Follow same protocols of Phase 1-3.

PHASE 5 of COVID-19

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

Phase 5 Safety Protocols

Phase 5 plan is to have instructions available in person in school , following all mandated protocols.

Personal Protective Equipment

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 must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering. Those unable to wear facial coverings must maintain a safe social distance from others.

PreK-5 and special education teachers consider wearing clear masks. Homemade facial coverings must be washed daily.

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

Facial coverings must always be worn in hallways and common areas by preK-8 students in the building except for during meals.

Any student who is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not 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 6-8. Any student who cannot medically tolerate a facial covering must not wear one but must maintain safe social distance.

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.

Facial coverings will be considered for K-5 students and students with special needs in classrooms.

Facial coverings will be considered for PreK students and students with special needs in hallways and common areas.

Facial coverings are not recommended for use in classrooms by children ages 3 and 4.

Hygiene Protocol

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) will be available throughout the building

School-wide, we will teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

We will 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.

We will keep students' personal items separate and in individually labeled cubbies, containers, or lockers.

We will limit use of classroom materials to small groups and disinfect between use or, provide adequate supplies to assign for individual student use.

We will procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.

We will post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.

All 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, will be kept of non-school employees or other visitors entering and exiting the building

Spacing, Movement and Access

MA will follow the required protocols for Spacing, movement and access.

Space desks will be six feet apart in classrooms.

Class sizes will be kept to the level afforded by necessary spacing requirements.

In classrooms where large tables are utilized, we will space students as far apart as feasible.

We will arrange all desks facing the same direction toward the front of the classroom.

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

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

Post signage will be clearly posted to indicate proper social distancing.

Floor tape or other markers will be used at six foot intervals where line formation is anticipated.

We will provide social distancing floor/seating markings in waiting and reception areas.

Signs will be on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.

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

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

“Specials” (like Art, Music, and World language) will be brought to the classrooms instead of having students move to different locations.

If all students cannot fit in the classroom space available, Academy will consider implementing a staggered school schedule that incorporates alternative dates of attendance or use of virtual teaching.

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

Staggered movements at incremental intervals will be used if feasible to minimize the number of persons in the hallways as able.

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

Weather permissible, physical education should be held outside and social distancing of six feet should be practiced.

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

Screening Students and Staff

We will cooperate with the local public health department regarding implementing protocols for screening students and staff.

When ill at school

We 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 should be kept home until they have tested negative or have completely recovered according to CDC guidelines.

Health Monitoring

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

Families to be encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.

Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.

Testing Protocols for Students and Staff and Responding to Positive Cases

Academy to cooperate with the local public health department regarding implementing protocols for screening students and staff.

Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.

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

Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.

In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made 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. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19

Responding to Positive Tests Among Staff and Students

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

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

Employees with a confirmed case of COVID-19 should 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.

Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.

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

Food Service, Gathering, and Extracurricular Activities

MA will :

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

Classrooms or outdoor areas will be used for students to eat meals at school, if distancing guidelines cannot be made.

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

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

Students, teachers, and food service staff will wash hands before and after every meal.

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

Large scale assemblies of more than 50 students are suspended.

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

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

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

MA will offer telecasting of assemblies and other school-sanctioned events.

Extracurricular activities may continue with the use of facial coverings.

Athletics

MA 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 will 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 will be disinfected before and after use.

Academy may participate in Inter-school competitions with mandatory facial coverings and school transportation will be provided.

Buses will be cleaned and disinfected before and after every use, following all procedures and protocols of bus cleaning and hygiene.

Spectators will be allowed provided that facial coverings are used by observers and six feet of social distancing are maintained at all times.

Attention will be given to entry and exit points to prevent crowding.

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

Handshakes, fist bumps, and other unnecessary contact will not occur.

Indoor weight rooms and physical conditioning activities that require shared equipment will be suspended.

Outdoor physical conditioning activities will be allowed while maintaining social distancing.

Large scale indoor spectator events will be suspended. Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household will maintain six feet of distance from one another.

Cleaning

Academy will follow all measures to make sure cleaning protocols are maintained. 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.

We 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 masks, and face shield when performing all cleaning activities.

Transportation Protocols

To mandate 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 K-8, if medically feasible, must wear facial coverings while on the bus, unless medically incapable. Decisions about these situations to be made on a case-by-case basis with local public health officials and family of student.

Clean and disinfect transportation vehicles before and after every transit route.

Children will not be present when a vehicle is being cleaned.

To 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.

Create a plan for getting students home safely if they are not allowed to board the vehicle.

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 are refreshing.

Phase 5 Mental & Social-Emotional Health

Upon starting the Fall 20-21 school year, teachers and staff will attend professional developments with a focus on trauma-informed best practices, cultural responsiveness, and social-emotional learning. As the year proceeds, these trainings and offers of information will be ongoing and provided to staff in a variety of ways. This includes professional developments, online trainings, and research-based studies and articles.

Teachers and staff will reach out to students regarding their health, wellbeing, and social-emotional needs on a weekly basis. Staff will ensure that their interactions/communication is both meaningful and intentional, with the student's mental and emotional needs at the forefront. In addition, teachers will incorporate social-emotional learning and mental-health check-ins in their curriculum. Universal screeners will also be used to assist with identifying students who may be at risk for a mental health concern and may need monitoring and/or intervention.

The Academy will also provide staff and students with self-care and mental health resources both online and within the community on a continual basis.

Phase 5 Instruction

Governance

The Academy will create a district Return to Instruction and Learning working group/Task force, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:

- Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
- Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
- Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

Parent and Family Engagement Leading up to decision

Academy conducted parent engagement surveys. While some families may appreciate relying more heavily on virtual learning, limited few expressed desire for limited capacity in-person instruction. This information is being used to refine the school's overall approach to scheduling, as well as specific courses (or sections of courses) that will be offered virtually. This information will also be used to develop schedules that allow for the lowest-possible class size for in-person instruction.

Instructional Plan

Academy will:

- We will ensure that every student has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning. Every student will be assessed to determine student readiness to engage in grade-level content and all offered scaffolds and supports to meet their diverse academic and social-emotional needs. Teachers will 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. We will review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- Staff will 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. We will procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs. We will 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. We will 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.

Communication

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

Family Supports

Academy will 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; and
- 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; and Strategies to support their child's learning.

Professional Learning

Academy 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.

Academy will create a plan for professional learning and training, with goals to:

- Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education.
- Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
- Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

Phase 5 Operations

Before In-Person Instructions

Academy will:

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

Audit all school building with a focus on:

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

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 should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
- Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.
- Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- 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.
- Custodial staff should wear surgical masks when performing cleaning duties.
- Maintain facilities for resumption of school operations.

Budget, Food, Enrollment and Staffing

Budget will:

Support schools in assessing student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).

Support schools in conducting staff and student outreach to understand who is coming back. For staff, this should include a breakdown of the staff, administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.

Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).

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

Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs

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. a 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.

Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.

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

Distribute chrome-books to all families

Provide letters to parents for internet services, if applicable

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

The procedures should include:

- Safely bagging devices collected at schools

- Sanitizing the devices prior to a repair or replacement evaluation

- Ordering accessories that may be needed over the summer

- Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement. a Identify an asset tracking tool.

Identify 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.

Prepare the Infrastructure Evaluation process. Every Wi-Fi access point and wired network device should be tested. a Develop a technology support plan for families.

Transportation

- 3 busses will be prepared for student transportation.
- 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.
- Utilize buses to provide food service and delivery of instructional materials where possible.

In case of transition to fully remote

Follow the same protocols of Phase 1-3.

This COVID-19 Preparedness and Response Plan is respectfully submitted to MA Board of Directors for approval.

July 30, 2020

Dr. Khalil Samaha
MA Board V.P. and CAO

Mr. Terry Farha
ESP, General Manager

Mrs. Mohana Mukherjee
MA Principal