



## Eaton Academy COVID-19 Preparedness and Response Plan

Address of School District:

**21450 Universal Ave.  
Eastpointe, MI. 48201**

District Code Number:

**82915**

Building Code Number(s):

**08337**

District Contact Person:

**Calvin Sims**

District Contact Person Email Address:

**calvin@aceroed.org**

Local Public Health Department:

**Macomb County Community Health**

Local Public Health Department Contact Person Email Address:

**dohcs@macombgov.org**

Name of Intermediate School District:

**Macomb Intermediate School District**

Name of Authorizing Body:

**Central Michigan University**

Date of Adoption by Board of Directors: 08/06/2020



August 13, 2020 [via email]

Mr. Calvin Sims  
Eaton Academy  
21450 Universal Drive  
Eastpointe, MI 48021

Re: Approval of COVID-19 Preparedness and Response Plan (“Plan”)

Dear Mr. Sims:

I am pleased to inform you that the Plan for Eaton Academy (“Academy”) has been approved by The Governor John Engler Center for Charter Schools at Central Michigan University and has been transmitted by our office to the State Superintendent of Public Instruction and the State Treasurer. The Plan is effective as of the date indicated in the Plan.

To fulfill one of the required assurances, immediately add a copy of the approved Plan to the Academy’s Home Page of its website. An approved copy of the Plan is attached and can be found in Epicenter. The approved Plan constitutes a Charter Contract amendment and remains in effect as long as the Plan remains in effect.

If the Academy requires an amendment to the Plan, please contact Amy Densmore, Director of Charter Accountability, at (989) 506-0355 or via email at [avanatten@thecenterforcharters.org](mailto:avanatten@thecenterforcharters.org) to initiate that process. Thank you for all your efforts to keep student learning moving forward in these trying times. If you have any further questions or need additional support, please do not hesitate to contact us.

Sincerely,

A handwritten signature in black ink that reads "Corey Northrop". The signature is written in a cursive, flowing style.

Corey Northrop  
Executive Director

cc: Jonas Hill, Board President  
Linda Previch, Board Corresponding Agent

Attachment:  
Approved COVID-19 Preparedness and Response Plan

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

Eaton Academy (the "Academy")

A special meeting of the Academy Board of Directors was held on the 6<sup>th</sup> day of August ,  
2020, at 3:00 p.m.

The meeting was called to order at 3:04 p.m. by Board Member Jonas Hill:

Present: Hill, Pilgrim, Cylar, Nichols, Davis

Absent: None

The following preamble and resolution were offered by Board Member  
Nichols and supported by Board Member Pilgrim:

**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, Central Michigan University, 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 submitted its Preparedness Plan to Central Michigan University (“Authorizer”) for review and approval.

The Academy Board of Directors (“Academy Board”) is required to approve the Academy’s Preparedness Plan by August 15, 2020 or seven days before the start of the school year for students, whichever comes first, and is required to approve the Academy’s Preparedness Plan as a charter contract (“Contract”) amendment.

**THE ACADEMY BOARD THEREFORE RESOLVES THAT:**

1. The actions taken by Academy representatives to prepare and submit the Academy’s Preparedness Plan to Authorizer are ratified.
2. The Preparedness Plan, as approved by the Authorizer, is approved by the Academy Board as the COVID-19 Preparedness Plan and 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. The Board President is authorized to sign and submit the Contract amendment to the Authorizer for approval.
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:   5  

Nays:   0  

Resolution declared adopted.

  
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Print Name:   Chariece Cylar  

Treasurer, Academy Board



### 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.

Jonas Hill

President, Board of Directors

Board Approved: 08/06/2020



Eaton Academy is a charter school located in Eastpointe, MI. Our school is located on the St. Veronica Catholic Parish campus, and is housed in the former school building, which dates back to the early 1900s. We are home to students from several of the surrounding cities including Eastpointe, Detroit, Harper Woods, Roseville, St. Clair Shores and Warren. We have an outstanding group of staff, teachers, and board members who are committed to making a positive impact in the lives of the children and families in the communities we serve.

At Eaton Academy, we believe that through relentless individualized support and shared ownership, we propel each student on their personal path to long-term success in school, career, and life. This leads to our guiding principal that every child, regardless of where they grow up or their socioeconomic status, should have the opportunity to receive a high-quality education, with the expectation that all students can achieve at the highest level. We believe that all students should be afforded the same level of rigor and college preparation, not just those who are deemed inherently able to achieve college success. College success should be an expectation and realistic goal for all students, in all communities.

At Eaton Academy we believe we will close the achievement gap by providing equity and equality. We acknowledge that students learn differently, and it is our duty to help them find the methods that work. As a result, we are changing the way our students perceive education, and their futures. We instill characteristics such as integrity, innovation, grit, inventiveness, accountability, and most of all joyfulness in our students.

Our mission and beliefs are what helped guide us through the development of our plan during last spring's school closure and our preparedness plan this fall. Days prior to the close of school last spring, the team at Eaton began planning for the possibility that schools might be closing. Eaton's administration and teachers collaborated to develop a learning plan that would be rigorous, innovative, and engaging for our students. Once the school closure was formally announced, we put our plans into action, developed a schedule, and provided resources for our families.

Several days were scheduled so parents could pick up learning materials and Chromebooks. Eaton's principal and some teachers dropped off materials and Chromebooks to those families who weren't able to arrive during pick up days and times. Our learning plan relied on the need for technology in the home, so we offered Chromebooks to families that needed them. We ended up giving out approximately two hundred Chromebooks. We established protocols to make sure that staff made the best use of digital platforms, in order to continuously communicate with families and provide adequate lessons and daily academic practice. Teachers in grades K – 5 conducted virtual learning sessions via Zoom in order to assist students with learning and provide them with the social emotional outlet they needed while away from school. Our middle school team developed a model in which students took online classes with face-to-face meetings and office hours, similar to a college setting. Teachers and support staff were required to touch base via telephone with each family in their classrooms or caseload once a week. We wanted them to know that we were there to support them in any way that we could.

During the process of creating our instructional plan, Eaton Academy created a "Return to Learn" Team. This team consisted of members from AceroEd, Eaton's administration, and teachers representing different grade levels and segments of our school. This team solicited input from parents



and Board members in order to craft a reopening plan that addresses the needs and the best interests of our staff, students, and the entire Eaton Community. These discussions, with the members of our school community as well as our team, were invaluable to the development of our plan. As we planned, we remained focused on our guiding principles of equity and equality. Our plan requires that all students have devices in their homes. As a result, we will use our CARES Act funding to procure additional devices to ensure that all of our families have devices in the home. Additionally, we will work with families to ensure they have internet access in the home. If they do not, Eaton will work to provide that service for our students and their families. Our guiding principles have been the pillar of how we have approached our preparedness plan because it is our firm belief that every child, regardless of where they grow up or their socioeconomic status, should have the opportunity to receive a high-quality education, with the expectation that all students can achieve at the highest level.



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

### **Phase 1, 2, or 3 Safety Protocols**

If the state of Michigan is under Phases 1, 2, or 3 of the state's Safe Start Plan, Eaton Academy will be closed for in-person instruction and will be closed to all students, parents, and visitors. Eaton is not used by a licensed childcare provider, so the only vendors allowed in the building will be our Technology Provider, Custodial Team, and Food Service Provider. Eaton staff will be allowed inside the building when necessary to prepare materials for students, or to conduct lessons, during remote, virtual instruction. Meals will continue to be provided to students while the building is closed. We will specify a pick-up area outside of the school building for families to pick up grab-and-go meals. In certain instances, meals may need to be delivered to families due to extenuating circumstances. We will work with our food service provider (Variety) to ensure that all CDC guidelines and proper protocols for cleanliness and safety are being followed. Our custodial staff will ensure the entire building will be fully cleaned and disinfected daily—including high touch areas—and spot cleaning will be performed at least every four hours with either an EPA-approved disinfectant or diluted bleach solution throughout the day.

Additionally under Phases 1, 2 or 3 we will suspend/cancel all after school activities which includes clubs, athletics, tutoring, meetings, etc. Any inter school activity will also be discontinued/canceled because our building will be closed. Eaton Academy does not provide bus or any other means of transportation for our students so we will not need to make any accommodations for these services.

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

We have been, and will continue to be, committed to the mental health of our staff, students, and the entire Eaton Community. When we closed the building last spring, we knew that this would be a tough transition for our entire Eaton Community. We know that this will continue to be a challenging time as we plan to begin remotely under Phases 1, 2 and 3. Through our closure last year our Student Support Team continued to meet virtually in order to assist with student needs. This team, comprised of our Special Education Team, MTSS Interventionist, and Dean of Climate and Culture, discuss how specific students are performing academically, socially, and behaviorally at school. In collaboration with our administration, they establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate support teams. Although we will not implement mental health screening for all students, we will implement mental health screening by the recommendation from parents, teachers, and/or other staff members.

Our Student Support and Administration Teams will modify and establish a comprehensive crisis management plan that leverages available internal and external community-based resources, which can be activated efficiently as needed. This includes designating our Social Worker as our mental health liaison who will work with the school, local public health agencies, MDE, MISD, and community partners. Last spring our school based Social Worker played an integral and invaluable role by continuing to meet





not only with his case load, but with students that were referred by our staff. He also assisted staff by providing weekly resources, such as videos and scholarly articles, to help not only our students, but to provide support for their own mental health.

We will continue to provide staff with similar resources as we did last spring, and will provide them 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.

Eaton Academy is committed to developing communication channels for our entire Eaton Community to address mental health concerns resulting from COVID-19. This includes communicating with parents and guardians, via a variety of channels, return to school transition information including a de-stigmatization of COVID-19, understanding normal behavioral response to crises, general best practices of talking through trauma with children, and positive self-care strategies that promote health and wellness.

### **Phase 1, 2, or 3 Instruction**

The Michigan Safe Schools Roadmap has provided guidance for schools to proceed with remote learning when the state is under Phase 1, 2, or 3 of the Michigan Safe Start Plan. In order to begin developing our instructional plan, Eaton Academy created a “Return to Learn” Team. This team consisted of members from AceroEd, Eaton’s administration, and teachers representing different grade levels and segments of our school. This team solicited input from parents and Board members in order to craft reopening plans that address the needs and the best interests of our staff, students, and the entire Eaton community. Over the past few months, we have communicated with our Eaton community to learn what worked when it came to our remote learning instructional model in the spring of 2020, and areas we need to improve this fall. These discussions, with the members of our school community as well as our team, were invaluable to the development of our plan.

If we are in Phase 1, 2, or 3, our building will be closed to “in-person” instruction and we will begin the school year using a “full-time” remote learning model. Eaton students will participate in three to five hours of learning daily, based on grade level, that will consist mostly of live instruction with their teachers and classmates, supplemented by digital curriculum resources, online learning platforms, and independent work. Students will access assignments through online learning platforms, Google Classroom or Microsoft Teams, as part of our transition to the Microsoft 365 learning platform. Additional details, requirements, new learning expectations, and improvements will be provided in our final plan and as we get closer to the start of the school year.

The spring of 2020 brought an entirely new challenge for all of us at Eaton Academy, with the transition from in-person, face-to-face learning, to remote virtual learning. Our team was committed and worked extremely hard to ensure that our students were still getting high quality instruction through several means. Learning from those experiences last spring, we are working to continue improving remote



learning for our students, as well as the supports we offer parents, when it comes to understanding and accessing our online tools. We will conduct ongoing virtual and in-person training for parents, as well as students, while also posting a library of informational videos on our website to assist parents in helping their children during remote learning.

Our parents were very pleased with the level of communication they received from our teachers and school. Communication with parents has always been a key component to our approach at Eaton Academy. Parent input, and ongoing dialogue about our plan, will be even more vital as we continue with our remote learning phase. In order to ensure that we are connecting with our students' families, our teachers and administrative staff will use a variety of different communication methods including phone calls, emails, home visits, and online platforms such as ClassDojo, Seesaw, Remind, Email, and Microsoft Teams.

We learned last spring that flexibility is key to creating a continuity of learning plan, or schedule, that works for our entire Eaton community. As we begin our remote learning plan this fall, we will propose options that are flexible, yet provide the type of daily structure and consistency that our students and families expect from a "normal" school day. For our students in PreK – 5, we will create an AM and a PM session. This will allow for parents that need to assist their children with their remote learning to have an option based on their availability. Last spring, we learned that although our middle schooler students are more self-sufficient, they needed more consistency in their daily schedule. As a result, this fall, we will create a "virtual" daily bell schedule that looks like a normal day, as if they were in the building.

Our remote learning plan requires that all students have devices in their homes. Families that received a device during our spring and summer sessions will be allowed to keep those for the coming school year so students can continue learning on the days they are not in the building. As mentioned earlier, we plan to use our CARES Act funding to procure additional devices for families that need them, or to replace devices that are no longer functioning properly, ensuring that all of our students have a device to use at home. Additionally, we will work with families to ensure they have internet access in the home. If they do not, Eaton will work to provide that service for the family.

Our K – 5 schedules will be determined after we conduct surveys and focus groups with our parents in order to develop a schedule that works for families that have multiple students attending Eaton Academy. Once our grade level schedules are solidified, classroom expectations in terms of attendance, learning expectations, and instructional model will be shared with parents and posted on our website. In order to create a remote learning model that resembles our "normal" in-person routine, we will implement some of the following:

- Virtual Breakfast or Lunch as a class
- Morning/ Afternoon Greeting
- Morning/ Afternoon Community Circles
- Virtual Brain Breaks
- Recess
- Special Classes (STEAM, PE, Spanish, Art)



- Bathroom Breaks

In terms of learning and instruction, students in K – 5 will be given a combination of online and hard copy assignments to complete. This will demonstrate learning and progress towards their goals, and proficiency, in key subject areas such as ELA and Math. Below are some of the strategies that will be utilized in order to deliver high quality, Common Core and Michigan PreK-12 standards aligned, curriculum and activities:

- Parents are given training on all online platforms, learning expectations and technology use.
- Students complete written/physical work guided by/along with teacher
- Teachers will make copies of packets for mailing and home delivery when necessary. Parents will be able to download the personalized packets from Classroom Dojo, Email, or the Eaton Website to be printed at home.
- Teachers will conduct “virtual” office hours for 30-60 minutes on Wednesdays. This will allow students or parents time to contact staff for assistance or to discuss any concerns.
- Students will use Interactive Notebooks to take notes and complete assignments in all subjects.
- Students will complete assignments designed to provide interventions based on their RTI tiers.

All of our curriculum can be accessed remotely, and assessment tools are embedded to assist with monitoring student growth. We will use our rigorous Common Core and Michigan PreK-12 standards aligned ELA curriculum, Wit and Wisdom. To encourage and engage students in reading, we will use the online platform Epic, which is a digital library that will be used to track students’ reading. This will allow us to determine student needs in order to differentiate, ensuring that students are making growth and moving towards proficiency.

Students will be engaged in high quality, rigorous content using a variety of instructional methods. Students will explore learning through activities, that are Common Core and Michigan PreK-12 standards aligned lessons, for math through EngageNY or Eureka Math. Our students will be able to review math lessons on Zearn and complete activities assigned by their teacher delivered through an online learning platform or other digital means (MobyMax, IXL, SplashMath, etc.)

For our Middle School students, their school day will also look and feel very familiar to when they are in the building for in-person instruction. They will follow a “virtual” bell schedule with classes 40-45 minutes in length. Students will follow their own schedule and attend classes as they normally would in the building, with breaks between classes, lunch, and homeroom.

During their online class, students will attend all core content area classes, and all will engage in learning activities that are Common Core and Michigan PreK-12 standards-aligned. Students in middle school will also use EngageNY/Eureka Math and Wit and Wisdom. Science instruction and learning will use STEMscopes, and Social Studies will use a variety of online curriculum resources with a focus on reading



and writing as well. All students will have a lab class and two elective classes which could be PE, Spanish, STEAM, or Art depending on the semester. Middle school students will also use interactive notebooks to take notes and complete assignments in all subjects.

The teachers will be using Microsoft Teams to keep all of the material in one place, for both students and parents to access at any time, especially if they are unable to be in the building. The teachers are also working to make all assignments digital to cut down on papers being lost, as well as preparing students to utilize technology efficiently when they get to high school. Science labs will be done virtually, with students encouraged to actively participate at home if they have access to the materials (generally common household items.)

Eaton Academy's philosophy is that all students learn differently, and we work hard to provide a personalized learning plan in order to ensure their growth and success. It is our mission to ensure all of our students have the necessary resources and support especially when it comes to our students with disabilities. Our students with disabilities will receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE) no matter the learning platform.

Students with IEPs will participate equally with their non-disabled peers in the general education curriculum. In general, students will receive instruction in the Common Core State Standards in the four core subject areas of ELA, math, science, and social studies. Depending on the level of performance stated in an IEP, student mastery of the general curriculum for ELA and math will be based on the high, medium, and low ranges of complexity indicated in Essential Elements. Similarly - depending on the level of performance stated in an IEP - student mastery of the general curriculum for science and social studies will be based on the functional, supported, and participation ranges of complexity indicated in EGLCEs.

Public health data will be considered when planning for the instruction and delivery of ancillary services for students with disabilities and serve as the basis for deciding if instruction will be in person, in a hybrid format, or in a remote learning platform. Special education programs and services currently include a resource program, speech and language therapy, social work services, and occupational therapy; however, the continuum of services offered will remain as responsive and flexible as possible depending on student need.

Special education programs and services will provide specialized instruction in face-to-face formats; for example, in person or through synchronous live-streamed platforms. Sessions for specialized instruction or for services will comply with the number and duration indicated in each student's IEP. Paper-and-pencil packets and recorded video sessions will be used only as resources but not as primary means of instruction.

IEP annual goals and objectives will remain the targets of specialized instruction in all learning platforms, presented reasonably and safely in person or through synchronous live-streamed sessions. In general, students with IEPs will participate in four individual or small group sessions each week to address ELA and math goals and objectives. [CD1] Duration of sessions will depend on service hours indicated in individual IEPs.



Each student's IEP will be reviewed no later than December 2020 to ensure that it reflects the student's current level of performance and that IEP goals, supplementary aids and supports, and programs are appropriate for a traditional, for a hybrid, or for a remote learning platform.

Decisions regarding revisions to students' IEPs will be based on data relative to students' current levels of performance. Likewise, decisions regarding the provision of recovery services will be based on data relative to the performance levels of students with IEPs in relation to their grade-level peers. Recovery services, if required, will begin in January 2021. [CD2]

"Contingency learning plans" will be included in each student's IEP to allow for moving from phase to phase of the Michigan Safe Schools Roadmap. Contingency learning plans will be included in the Other Considerations and Options section of each student's IEP.

Child Find, Procedural Safeguards, and Discipline Procedures will remain in place as indicated in the IDEA for all learning platforms. Assessments [CD3] for initial and three-year re-evaluations will be conducted in person with the appropriate health and safety protocols followed or through a qualified virtual environment (e.g., approved Pearson assessments). Initial and re-evaluation assessments will be prioritized based on required timelines.

Caseloads for special education staff will follow guidelines indicated in MARSE and the Macomb County Plan.

Special education staff will document the provision of services indicated in IEPs through daily or monthly service logs. Student progress toward annual goals and objectives will be monitored regularly and reported quarterly with report cards.

General and special education instructional staff will continue to document on monthly logs that each student with an IEP receives the accommodations, modifications, and supplementary aids and supports indicated in their IEPs.

Our administration team will conduct checkpoints with teachers around curriculum, pacing and ongoing monitoring of student progress, and specifically home in on the growth of students who need further acceleration. Progress and growth will be monitored for all students through formative and summative assessments in order to ensure that our students are getting the differentiated and rigorous content necessary to reach proficiency. Even though we will not be in the school building, we are developing a plan to use NWEA MAP as our universal screener, and summative assessment tool. For Math and ELA, standards-based grade level common assessments will be used as a formative and summative assessment tools through Wit and Wisdom and EngageNY/Eureka Math to ensure students are making progress towards their growth and proficiency goals. We will use a variety of tools for our formative assessments. Sites such as Kahoot, IXL, Mobymax, Quizizz, Microsoft Teams and Google Forms all have the capability to support our students and teachers remotely.



In order to ensure that our students are getting the social and emotional assistance they need, we will use the Social Emotional Learning Curriculum, Second Step. Additionally, our students will continue to practice PBIS and Restorative Justice through community circles, positive reinforcement, brain breaks through instruction, and individual attention as needed, while learning remotely.

Professional Learning has been a key component to our success with remote learning. Our teachers have done a tremendous job learning how to use innovative online platforms and deliver instruction virtually. We also understand that we need to continue to provide teachers with ongoing professional development to support their growth in this area. We will ensure that teachers have time to collaborate and plan, which is something that needs to be improved upon based on feedback of our instructional model last spring. The administrative team will meet weekly with teachers to discuss what is working and not working with our students. We will work together to solve potential problems and follow action steps to be completed at the following week's meeting. We will also develop strategies that promote greater student engagement, such as encouraging students to teach their peers the concepts that their teachers have taught them.

During our remote learning phase last spring we learned that student attendance in virtual classroom sessions was key to their success and progress. In order to ensure that students are making progress and growth during our remote learning phase, All students are expected to attend daily sessions virtually with their teachers as scheduled. Attendance will be recorded in our SIS Skyward and will be monitored by Eaton's Administrative team. During our remote learning phase, we will use a similar attendance policy as we use when we are in school building to provide continuity and consistency with our students and parents.

- If a student is absent parents should contact our office and/or the student's teacher and provide proper documentation for the absence to be excused.
- If a student is absent the parent will receive a call generated by our SIS Skyward and the teacher on the day of the absence.
- Teachers will conduct one phone call with each of their students (Middle School Homeroom only) per week and one alternative connection (text, email, dojo, etc.)
- Teacher Contact Logs are to be submitted to the administrative team on Thursday of each week.

In order to provide transparent and timely communication with parents, and our school community, in terms of our curriculum plan and instructional model, all of our reopening plans will be distributed in hard copy and digital form as well as being posted to the school's website prior to the start of the school year. This will include grade level requirements, resources, and supports. Eaton Academy will also provide assessment and academic progress reports to parents bi-weekly in order to keep parents informed of their child's progress.

### **Phase 1, 2, or 3 Operations**

In the event that Eaton Academy has to remain closed to "in-person" instruction, we will follow, and implement, all of the **"Strongly Recommended"** protocols outlined in the Michigan Safe Schools





Roadmap. In addition, Eaton has worked in close partnership with our sister school Detroit Innovation Academy, neighboring schools and districts, public health organizations, and our Eaton community to develop protocols, processes, and practices to maximize student learning and public health.

During this process, the voices of our students, families, and staff have been, and will be, critical to informing us how we resume school. Over the past few months, we have informally surveyed the Eaton Community to better understand their thoughts, concerns, and priorities for the fall. In developing all of our facilities plans for starting school this fall, we improved and enhanced our routine cleaning and disinfecting protocols. In the event that we remain closed, or return to closure, we will continue with our enhanced nightly cleaning procedures due to the potential of staff entering the building during the day. The entire building will be fully cleaned and disinfected daily—including high touch areas—and spot cleaning will be performed throughout the day.

Regardless of our status as an open or closed building, we feel that we must continue stringent cleaning and disinfecting procedures through the start of the school year and beyond. Keeping in accordance with Michigan Safe Schools Roadmap, in July and continuing through the first month of school, Eaton will perform a comprehensive facility check. This will allow us to do a comprehensive inventory, create a needs assessment for supplies and equipment, and develop a thorough and responsive protocol for cleaning and disinfecting. Our facilities plan leading up to the opening of the academic year for a closed building may look similar to the timeline below:

#### May – June

- Custodial and maintenance staff deep clean the entire building and continue to do so throughout the summer.

#### Early - Mid July:

- Inventory PPE supplies and equipment to develop a needs assessment for high need items so they can be ordered/delivered prior to the start of school.

#### Mid – Late July:

- School-wide audit of cleaning supplies and equipment with custodial and maintenance staff to develop a needs assessment.
- Order PPE, safety supplies, cleaning supplies and equipment, as well as COVID protocol signage.

#### Early August

- Plan, participate in, and document training for custodial and administrative staff on CDC protocols for cleaning and disinfecting procedures.
- Multiple school walkthroughs by administration and custodial teams to determine high touch areas, develop classroom logistics, map out signage, develop cleaning checklist and quick response protocols.
- After the walkthrough and review process, order any additional necessary supplies and/or equipment for classroom use, office use, maintenance, custodial and security.



- Develop a return and inventory procedure for Eaton devices to be used as part of our technology plan
- Use 8<sup>th</sup> grade Chromebook return as a trial run for our technology return and cleaning procedures.

#### Mid-August

- Coordinate with Macomb Intermediate School District and Macomb County Health Department, in order to review facilities plans and seek guidance and/or assistance in terms of protocols, additional needs, and supplies.
- Publish Eaton's schoolwide facilities plan on the school's website and social media platforms (along with Safety and Instructional Plans.) Plans will be mailed home and follow up phone calls will be made to ensure our families received the plans.

#### Late August

- Review all cleaning and disinfecting plans with custodial and maintenance staff daily to ensure the proper protocols are being followed.
- All facility signage posted inside and outside of the building.

#### September - Ongoing

- Walkthrough and audits of facilities plan conducted twice weekly.

During the fiscal year 2021 budgeting process, the Eaton Academy Team including the Board of Directors worked to develop a budget that would have the foresight to meet the challenges the 2020-2021 school year might bring financially. Throughout the development process, the needs for equipment and supplies to address CDC and instructional needs was a high priority. To address those needs, the Eaton Academy Team combined the use of general education funds, grant funds and CARES Act funding to set aside significant financial resources to address three critical areas: Instructional Technology, Cleaning and Disinfecting Supplies and Services, and PPE.

The Eaton Academy Team also took into consideration the possibility of potential budget deficits due to decreased per pupil funding and/or decreased enrollment. With that in mind, several budget scenarios were created to address staffing models, additional staffing needs based on instructional models, and redeployment and/or redefinition of staff responsibilities, should these occur.

The health and wellbeing of our students and staff is always our top priority. Eaton Academy does not provide bus transportation for our students. The entirety of our student population either walks to and from school or is dropped off and picked up from school daily.

We understand that many of our students' families trust Eaton Academy to provide our students with a healthy meal, daily, during the regular school year. During this unprecedented time, Eaton Academy is committed to providing meals to all of our students daily, even in the event the building is closed for face-to-face instruction.





When students are learning remotely, grab-and-go meals will be provided for families. We will specify a pick-up area outside of the school building for families on days when their child is not receiving face-to-face instruction. In certain instances, meals may need to be delivered to families due to extenuating circumstances. This need will be discussed with the individual family and a plan will be developed by administration. In the event that school has to be closed for face-to-face instruction, this protocol will remain in place and meals will continue to be offered to all of our Eaton families on a daily basis. To ensure that our meal distribution is clean and safe, our food service provider (Variety) will train and monitor their staff on the CDC guidelines in order to ensure all of the proper protocols for cleanliness and safety are being followed.

Whether in the building or remotely, student and staff technology will be vital to successfully implementing our plans throughout all phases of our preparedness plan. We've learned from our experiences from the spring online learning phase and we are working to improve remote learning for our students. In order to ensure a consistent, high-quality learning experience, we will implement common platforms, tools, and schedules. During the spring, Eaton Academy conducted on-going informal communication and formal questionnaires. We also collected information as to the number of devices each family had in the home that could be used to access online learning platforms and internet capabilities. Any family that needed a device for remote learning during the spring and summer were provided with an Eaton Academy Chromebook. The overwhelming majority of our families indicated that they had internet access at home, but those that did not were assisted by our team in getting access through one of the free online service providers available during the statewide school closure. Throughout our spring and summer session we distributed approximately 200 devices to the families that needed them for remote learning. All families receiving a device signed a consent form indicating they received, and were responsible for, the device. These forms have been updated to reflect any maintenance, or replacements, needed due to issues with the device. Our technology service provider has asset tagged and inventoried each device being used so we are easily able to track devices for remote help and when they are dropped off for maintenance. In the event that a student has an issue that requires attention, we will develop a process that will make it smooth and quick for our parents and students to get their device back so they can continue learning.

Our remote learning plan requires that all students have devices in their homes. Families that received a device during our spring and summer sessions will be allowed to keep those for the coming school year so students can continue learning on the days they are not in the building. As mentioned earlier, we plan to use our CARES Act funding to procure additional devices for families that need them, or to replace devices that are no longer functioning properly, ensuring that all of our students have a device to use at home. Additionally, we will work with families to ensure they have internet access in the home. If they do not, Eaton will work to provide that service for the family.



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

### **Phase 4 Safety Protocols**

Eaton Academy will follow the CDC guidelines, and the guidance of our local public health department, regarding implementing safety protocols while anyone is our building. On a daily basis, all Eaton students, staff, and approved visitors will be asked to complete a symptom screener questionnaire each day they are planning on entering the building. Eaton Academy does not provide bus transportation, as all of our students either walk or are dropped off at school daily, so we will screen students prior to entering the building. Adult guests entering the building will be given a questionnaire to screen for symptoms, they must wear a facial covering, and wash/sanitize hands prior to entering. Upon entering they will have to sign in, and our office staff will keep records of arrival and departure times. If any staff member, visitor, or student comes to school showing symptoms, they will be sent home. All staff and students will be encouraged to also do self-examinations and temperature checks at home, and if they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they are to stay home.

Posters with visuals of various symptoms (fever, cough, shortness of breath, sore throat) will be displayed, in order for students and staff to know what symptoms are being referred to. If staff, students, visitors state that they have more than 2 symptoms or a fever of 100.4 within the last 3 days, they will be asked to return home. Staff or students that exhibit 2 more symptoms of Covid-19 will be asked to quarantine for up to 14 days and /or receive confirmation of a negative Covid-19 test. All staff and students will be encouraged to also do self-examinations and temperature checks at home, and if they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home. Anyone who exhibits any respiratory or gastrointestinal symptoms or has a temperature of 100.4 or greater will remain in the designated quarantine area and will be sent home. This area will be an office space in which will undergo deep cleaning immediately after being used as a quarantine space. Front office staff members and members on the leadership team will continue to care for students until parents and/or guardians have retrieved the student from school.

Additionally, all staff, students, and visitors will be asked to undergo daily temperature checks with a touchless thermometer once they arrive at school. Anyone that comes to school with a temperature of 100.4°F or higher will be sent home—students will be sent to a designated room immediately to wait until they are picked up by a parent or guardian, within the hour. Eaton Academy will cooperate with the local public health department if a confirmed case of COVID-19 is identified and will collect the contact information for any close contacts of the affected individual, from two days before he or she showed symptoms to the time when he or she was last present at the school.



Facial coverings must always be worn by all staff and students except for meals. To begin the school year, Eaton Academy will provide every student with a disposable face covering daily to ensure that all students and staff are secure. As we progress throughout the school year, facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Kindergarten through 2<sup>nd</sup> grade and special education staff will be provided and encouraged to wear clear masks. All K-8 student supply lists included facial coverings; if students or teachers misplace or do not come with a facial covering, one will be provided to them. Facial coverings will be worn in hallways and common areas by all students and staff. Any staff members that are unable to remove facial coverings without assistance or cannot medically tolerate a facial covering, as well as students who cannot medically tolerate a facial covering, will be sent home and asked to obtain a waiver from a medical official stating so prior to returning.

Medically vulnerable students and staff will also be accounted for. Our team will review all current plans for accommodating students with special healthcare needs such as IEPs, 504 plans, etc. Plans will be updated as needed in order to decrease the risk of Covid-19. We will have a plan in place to address request for alternative learning arrangements or work reassignments when these issues arise. Cleaning-frequently touched surfaces will undergo cleaning multiple times throughout the day with EPA approved disinfectant.

Based on CDC guidelines, our classrooms will be arranged with desks six feet apart and facing the same direction toward the front of the classroom to ensure social distancing. Teachers will be encouraged to maintain six feet of spacing between themselves and students as much as possible. In order for teachers to feel safe while working with their students, collaboration tables will be equipped with plexiglass partitions, and students will remain at the proper distance. Family members or other guests will not be allowed in the school building except under extenuating circumstances or by appointment. Our K – 5 special classes such as Art, STEAM, and Spanish will be brought to the classrooms instead of having students move to different locations.

Student in grades PreK-5 will have scheduled bathroom breaks, specifically for hand washing, every 2-3 hours in their classrooms; Middle School students will sanitize their hands every transition and upon entry and dismissal of the classroom. Hand sanitizing stations will also be setup at the front of every classroom and throughout the school building. Throughout the school there will be “Panther Paws” on the floor to social distance students while they are in line. These will be placed in meeting areas, the main office, waiting areas, in and outside of classrooms by the door, by the bathroom, and other areas where students are regularly. Hallways and areas within the classroom will be labeled as “one-way streets” where students and staff will all walk in the same direction. There will also be social distance posters in classrooms and throughout the school.

Per our facilities check list, our custodial team will replenish all in-class hand sanitizing stations, as well as classroom, common area, and bathrooms with at least 60% alcohol hand sanitizer, soap, paper towel, and tissue. Signs will be placed in bathrooms and any areas with a sink to reinforce proper hand washing techniques. K-1 classrooms will also have scheduled hand washing time every 2-3 hours in their



classrooms; 2-8 classrooms will sanitize their hands every transition and upon entry and dismissal of the classroom. Hand sanitizing stations will also be setup throughout the school building. All Eaton staff will participate in online professional development sessions/videos to learn the proper techniques distributed by the CDC. These professional development sessions will prepare our staff to teach lessons all grade levels regarding hand washing, sanitizing, how to cough and sneeze into their elbows or to cover their face with tissue.

Eaton teachers will limit the use of shared supplies, but on rare occasions they can be used in small groups and teachers will be given supplies to adequately clean and disinfect after student use. Students will be encouraged to bring their own items to utilize, and they will put all personal belongings in their locker, or their personal bin of learning supplies. Whenever possible, recess and PE will be conducted outside with appropriate social distancing. When more than one cohort class is outside, students will be required to wear facial coverings.

All Food Service, Gatherings, and Assemblies will be held in student classrooms in order to prohibit gatherings of students from more than one classroom. School supplied meals will be delivered to classrooms with disposable utensils. Cafeteria staff will use gloves, face shields, and/or masks when preparing and delivering food to classrooms. All large-scale assemblies of more than 50 students are suspended. Off-site field trips, as well our athletic programs, are suspended.

#### **Phase 4 Mental & Social-Emotional Health**

We have been, and will continue to be, committed to the mental health of our staff, students, and the entire Eaton Community. When we closed the building last spring, we knew that this would be a tough transition for our entire Eaton Community. We know that this will continue to be a challenging time as we plan to begin remotely under Phases 1, 2 and 3. Through our closure last year our Student Support Team continued to meet virtually in order to assist with student needs. This team, comprised of our Special Education Team, MTSS Interventionist, and Dean of Climate and Culture, discuss how specific students are performing academically, socially, and behaviorally at school. In collaboration with our administration, they establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate support teams. Although we will not implement mental health screening for all students, we will implement mental health screening by the recommendation from parents, teachers, and/or other staff members.

Our Student Support and Administration Teams will modify and establish a comprehensive crisis management plan that leverages available internal and external community-based resources, which can be activated efficiently as needed. This includes designating our Social Worker as our mental health liaison who will work with the school, local public health agencies, MDE, MISD, and community partners. Last spring our school based Social Worker played an integral and invaluable role by continuing to meet not only with his case load, but with students that were referred by our staff. He also assisted staff by providing weekly resources, such as videos and scholarly articles, to help not only our students, but to provide support for their own mental health.



We will continue to provide staff with similar resources as we did last spring, and will provide them 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.

Eaton Academy is committed to developing communication channels for our entire Eaton Community to address mental health concerns resulting from COVID-19. This includes communicating with parents and guardians, via a variety of channels, return to school transition information including a de-stigmatization of COVID-19, understanding normal behavioral response to crises, general best practices of talking through trauma with children, and positive self-care strategies that promote health and wellness.

#### **Phase 4 Instruction**

The Michigan Safe Schools Roadmap has provided guidance that allows schools to open for in-person instruction when under Phase 4 of the Michigan Safe Start Plan. In order to begin to develop our plan, Eaton Academy used various forms of communication to gain feedback from multiple stakeholders, which included parent questionnaires through phone call and/or emails, formal and informal discussions with staff, parents and community members, and formal surveys given during our summer planning period. Many parents expressed concerns with sending their child back to school on a full-time, face-to-face basis but mentioned hearing of plans that incorporated a “part-time” model. Many parents seemed to be open to, and in favor of, a model that offered this type of option. Based on all of the information and data collected from these methods, we believe that creating a plan to reopen our building that has students splitting their time between learning at school and learning at home best captures the needs of the Eaton Community.

In order to ensure proper social distancing of our PreK–8 students, their time will be split between learning remotely at home and learning face-to-face at school. Students will learn at school with their teacher, and they will use their time learning at home to complete assignments and access digital curriculum. Under our 2-1-2 hybrid model, students will be split into two groups with each group attending school in the building with their teacher for two consecutive days each week. On Wednesdays, both groups will engage in real-time virtual classroom instruction together with their teacher. This model will allow students, staff, and families to maintain a consistent weekly schedule while giving educators necessary time to plan for various instructional needs and giving our custodial staff time to deep clean the building between the different groups of students.

We believe that in-person instruction is important to the academic and social-emotional development of students. In order to ensure that students may return to school in a safe manner that meets the CDC and Michigan Safe Schools Roadmap guidelines, Eaton Academy will implement a hybrid scheduling model which will reduce our in-person PreK-8 student attendance by approximately half on any given day.



Hybrid scheduling can help ensure that social distancing can be maintained and mitigate COVID-19 transmission by decreasing the number of students and staff each individual has to interact with, particularly during arrival, class transitions, and dismissal.

In our hybrid model, a regular class will be divided into two groups: Group A and Group B, each consisting of approximately 10 - 15 students.

- Group A will have face-to-face instruction at school on Mondays and Tuesdays, engage in two to five hours (depending on grade level) of real-time virtual classroom instruction with their teacher and students in Group B. On Wednesdays, they will learn independently at home and access digital curriculum resources on Thursdays and Fridays. Middle School students will have the ability to access real-time classroom instruction on Thursdays and Fridays online through webcams placed in all of our classrooms.
- Group B will have face-to-face instruction at school on Thursdays and Fridays, engage in two to five hours (depending on grade level) of real-time virtual classroom instruction with their teacher and students in Group A. On Wednesdays, they will learn independently at home and access digital curriculum resources on Mondays and Tuesdays. Middle School students will have the ability to access real-time classroom instruction on Mondays and Tuesdays online through webcams placed in all of our classrooms.

At the start of each day, students will go through our safety protocols which are outlined by the CDC and highlighted throughout this plan. Once cleared they are ready to start their day. Students will complete socially distanced greetings and head straight to their designated area in the classroom. Areas will be marked visually with tape.

When our PreK – 5 students are in the Group, engaging in face-to-face learning with their teacher in the school building, the day will look and feel somewhat familiar when it comes to instruction. Students will be engaged in high quality, rigorous content using a variety of instructional methods. Students will explore learning through activities that are Common Core and Michigan PreK-12 standards aligned lessons, for math through EngageNY or Eureka Math. Some students might use a digital presentation tool, while other students complete practice problems on a personal whiteboard. Students that are in the group learning remotely will review math lessons on Zearn and complete activities assigned by their teacher delivered through an online learning platform or other digital means.

Both Groups, whether in the building or learning remotely, will use our rigorous Common Core and Michigan preK-12 standards aligned ELA curriculum, Wit and Wisdom. Students will be able to access this content through its online platform remotely or through resources in the classroom while in the building. To encourage and engage students in reading, both Groups will use the online platform Epic, which is a digital library that will be used to track students' reading. This will allow us to determine student needs in order to differentiate, ensuring that students are making growth and moving towards proficiency.





Our K – 5 students will use Mystery Science and our STEAM class for learning science related content. These activities will be delivered online to the Group learning remotely, and as a combination of in class and online delivery to the Group that is learning in the building. To support all subjects, we will be using Interactive Notebooks to take notes and complete assignments.

For Middle School Groups, their school day will also look and feel very familiar when they are in the building. They will follow a normal bell schedule and attend classes as they normally would, but classes will be in 90-minute blocks to cut down on the number of passing periods and movement in the hallways. To ensure that students are social-distancing six feet apart the floors and walls of the Middle School will be marked, and students will follow the same “one-way” street model as our Prek-5 students. Administration and teachers will be in the hall monitoring the transition from each class. Students will be required to wear a mask at all times while in the building. Lunch will be in the classroom with the last class they attended before their designated lunch period.

During the 90-minute blocks, 1:1 technology will be used in order to keep all of the students engaged and on the same lesson. Students will attend all core content areas classes, and all will engage in learning activities that are Common Core and Michigan PreK-12 standards aligned. Students in Middle School will also use EngageNY/Eureka Math and Wit and Wisdom. Science instruction and learning will use STEMscopes and Social Studies will use a variety of online curriculum resources with a focus on reading and writing as well. All students will have two elective classes which could be Spanish, STEAM, or Art depending on the semester. Middle School students will also use Interactive Notebooks to take notes and complete assignments in all subjects.

While the teacher is teaching the group of students in class, they will also be live streaming the lesson to students who are at home. Live streaming the lesson will keep the students on track with the lesson being taught in the class, so they are not behind when they come back into the building. This will also help keep the students accountable for their learning and attendance. The teachers will be using Microsoft Teams to keep all of the material in one place for both students and parents to access at any time, especially if they are unable to be in the building. The teachers are also working to make all assignments digital to cut down on the use of shared supplies, papers being lost, as well as preparing students to utilize technology efficiently when they get to high school. When it comes to science labs those will be done digitally, with students encouraged to actively participate at home if they have access to the materials (generally common household items.) This will cut down on shared supplies while still giving students the opportunity to participate in laboratory procedures.

When a Group is participating in their remote learning, a checklist of activities will be provided with the expectation that those tasks are completed on that day. Additionally, on remote learning days students will complete assignments designed to provide interventions based on students RTI tiers. They will work one-on-one or in small groups virtually for 20-30 minutes with a staff member in order to work on mastering specific skills. MobyMax or attend some group sessions 20-30 minutes long during those days. For Wednesday’s remote learning day, a schedule will be provided for students to do online learning with their class. Teachers will also conduct “virtual” office hours for 30-60 minutes on Wednesdays. This will allow students or parents time to contact staff for assistance or to discuss any concerns.



Our administration team will conduct checkpoints with teachers around curriculum, pacing and ongoing monitoring of student progress, and specifically home in on the growth of students who need further acceleration. Progress and growth will be monitored for all students through formative and summative assessments in order to ensure that our students are getting the differentiated and rigorous content necessary to reach proficiency. NWEA MAP will be used as a universal screener, and summative assessment tool. For Math and ELA, standards-based grade level common assessments will be used as a formative and summative assessment tools through Wit and Wisdom and EngageNY/Eureka Math to ensure students are making progress towards their growth and proficiency goals. We will use a variety of tools for our formative assessments. Sites such as Kahoot, IXL, Mobymax, Quizizz and Google Forms will support the Group learning remotely. Formative assessments will be administered in the classroom by the teacher for the Group learning in the building.

On a daily basis, whether in the building or engaging remotely, student attendance will be recorded in our SIS Skyward and will be monitored by Eaton’s Administrative team. Throughout the day each grade level/class will have their designated time for full classroom bathroom breaks. This may look different based on the grade level and/or areas of the building in order to observe social distancing and keep students in the classroom. Throughout the school there will be “Panther Paws” on the floor to social distance students while they are in line. These will be placed in and outside of classrooms by the door, by the bathroom, and other high touch/high traffic areas throughout the school. Hallways and areas within the classroom will be labeled as “one-way streets” where students and staff will all walk in the same direction. There will also be social distance posters in classrooms and throughout the school. Stickers for masks and safe flexible seating options will be used as positive reinforcement.

In order to ensure that our students are getting the social and emotional assistance they need we will use the Social Emotional Learning Curriculum, Second Step. Additionally, our students will continue to practice PBIS and Restorative Justice through community circles, positive reinforcement, brain breaks through instruction, and individual attention as needed, whether learning remotely or in the building.

Eaton Academy’s philosophy is that all students learn differently, and we work hard to provide a personalized learning plan in order to ensure their growth and success. It is our mission to ensure all of our students have the necessary resources and support especially when it comes to our students with disabilities. Our students with disabilities will receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE) no matter the learning platform.

Students with IEPs will participate equally with their non-disabled peers in the general education curriculum. In general, students will receive instruction in the Common Core State Standards in the four core subject areas of ELA, math, science, and social studies. Depending on the level of performance stated in an IEP, student mastery of the general curriculum for ELA and math will be based on the high, medium, and low ranges of complexity indicated in Essential Elements. Similarly - depending on the level of performance stated in an IEP - student mastery of the general curriculum for science and social studies will be based on the functional, supported, and participation ranges of complexity indicated in EGLCEs.





Public health data will be considered when planning for the instruction and delivery of ancillary services for students with disabilities and serve as the basis for deciding if instruction will be in person, in a hybrid format, or in a remote learning platform. Special education programs and services currently include a resource program, speech and language therapy, social work services, and occupational therapy; however, the continuum of services offered will remain as responsive and flexible as possible depending on student need.

Special education programs and services will provide specialized instruction in face-to-face formats; for example, in person or through synchronous live-streamed platforms. Sessions for specialized instruction or for services will comply with the number and duration indicated in each student's IEP. Paper-and-pencil packets and recorded video sessions will be used only as resources but not as primary means of instruction.

IEP annual goals and objectives will remain the targets of specialized instruction in all learning platforms, presented reasonably and safely in person or through synchronous live-streamed sessions. In general, students with IEPs will participate in four individual or small group sessions each week to address ELA and math goals and objectives. [CD1] Duration of sessions will depend on service hours indicated in individual IEPs.

Each student's IEP will be reviewed no later than December 2020 to ensure that it reflects the student's current level of performance and that IEP goals, supplementary aids and supports, and programs are appropriate for a traditional, for a hybrid, or for a remote learning platform.

Decisions regarding revisions to students' IEPs will be based on data relative to students' current levels of performance. Likewise, decisions regarding the provision of recovery services will be based on data relative to the performance levels of students with IEPs in relation to their grade-level peers. Recovery services, if required, will begin in January 2021. [CD2]

"Contingency learning plans" will be included in each student's IEP to allow for moving from phase to phase of the Michigan Safe Schools Roadmap. Contingency learning plans will be included in the Other Considerations and Options section of each student's IEP.

Child Find, Procedural Safeguards, and Discipline Procedures will remain in place as indicated in the IDEA for all learning platforms. Assessments [CD3] for initial and three-year re-evaluations will be conducted in person with the appropriate health and safety protocols followed or through a qualified virtual environment (e.g., approved Pearson assessments). Initial and re-evaluation assessments will be prioritized based on required timelines.

Caseloads for special education staff will follow guidelines indicated in MARSE and the Macomb County Plan.

Special education staff will document the provision of services indicated in IEPs through daily or monthly service logs. Student progress toward annual goals and objectives will be monitored regularly and reported quarterly with report cards.



General and special education instructional staff will continue to document on monthly logs that each student with an IEP receives the accommodations, modifications, and supplementary aids and supports indicated in their IEPs.

During the process of creating our instructional plan, Eaton Academy created a “Return to Learn” Team. This team consisted of members from AceroEd, Eaton’s administration, and teachers representing different grade levels and segments of our school. This team solicited input from parents and Board members in order to craft a reopening plan that addresses the needs and the best interests of our staff, students, and the entire Eaton Community. Over the past few months, we have communicated with our Eaton Community to learn what worked when it came to our instructional model in the spring of 2020, and areas we need to improve this fall. These discussions, with the members of our school community as well as our team, were invaluable to the development of our plan.

Our parents were very pleased with the level of communication they received from our teachers and school. Communication with parents has always been a key component to our approach at Eaton Academy. Parent input, and ongoing dialogue about our plan, will be even more vital as we move toward reopening our school building for face-to-face instruction. In order to ensure that we are connecting with our students’ families, our teachers and administrative staff will use a variety of different communication methods including phone calls, emails, home visits, and online platforms such as ClassDojo, Seesaw, Remind, Email, and Microsoft Teams.

In order to provide transparent and timely communication with parents, and our school community, in terms of our curriculum plan and instructional model, all of our reopening plans will be distributed in hard copy and digital form as well as being posted to the school’s website prior to the start of the school year. This will include grade level requirements, resources, and supports. Eaton Academy will also provide assessment and academic progress reports to parents bi-weekly in order to keep parents informed of their child’s progress.

Learning from our experiences last spring, we are working to continue improving remote learning for our students, as well as the supports we offer parents, when it comes to understanding and accessing our online tools. We will conduct ongoing virtual and in-person training for parents, as well as students, while also posting a library of informational videos on our website to assist parents in helping their child during remote learning.

Professional Learning has been a key component to our success with remote learning. Our teachers have done a tremendous job learning how to use innovative online platforms and deliver instruction virtually. We also understand that we need to continue to provide teachers with ongoing professional development to support their growth in this area. We will ensure that teachers have time to collaborate and plan, which is something that needs to be improved upon based on feedback of our instructional model last spring. The administrative team will meet weekly with teachers to discuss what is working and not working with our students. We will work together to solve potential problems and follow action steps to be completed at the following week’s meeting. We also develop strategies that promote



greater student engagement. Encouraging students to teach their peers the concepts that their teachers have taught them.

**As with everything during this unprecedented time, we understand that we need to be flexible and listen to our parents, staff, students, and the entire Eaton Community. All of our re-opening plans will be shared, and we will have ongoing dialogue to determine which plan is in the best interest of our school community. Our Phase 4 and Phase 5 hybrid schedule, with in-person learning combined with remote learning, gives the best option to open our school building to students and staff should our school community feel that having students return of the building is in our best interest. If the state is under Phase 4 or Phase 5 of the Michigan Safe Start Plan, but our school community feels that students staying at home and learning remotely is our best and safest option, we will open using our remote learning plan outlined for Phase 1,2, and 3.**

#### **Phase 4 Operations**

As we plan to reopen Eaton Academy in September, we will follow, and implement, all of the **“Strongly Recommended”** protocols outlined in the Michigan Safe Schools Roadmap. In addition, Eaton has worked in close partnership with our sister school Detroit Innovation Academy, neighboring schools and districts, public health organizations, and our Eaton community to develop protocols, processes, and practices to maximize student learning and public health.

Eaton Academy understands that in-person instruction is critical to the academic and social-emotional development of students. In order to ensure that students may return to school in a safe manner, that meets public health guidelines, Eaton Academy will implement a hybrid scheduling model which will effectively reduce our in-person PreK-8 student population by approximately half on any given day. Through a multifaceted approach that includes specific grade level groupings, social distancing, hybrid scheduling, rigorous health and cleaning protocols, and the use of face coverings, Eaton Academy is focused on safely bringing students and staff back for in-person instruction.

During this process, the voices of our students, families, and staff have been, and will be, critical to informing us how we resume school. Over the past few months, we have informally surveyed the Eaton Community to better understand their thoughts, concerns, and priorities for the fall. Through these discussions we learned that families want increased health protocols and to ensure that all necessary precautions are being taken to ensure our daily school operations are safe for their children.

In developing our facilities plan, we have improved and enhanced our routine cleaning and disinfecting protocols. To protect the health of our staff, students, and the entire Eaton Community, we will enhance nightly cleaning, increase daytime janitorial presence with additional personnel, and utilize an additional trained custodial response team for increased cleaning and disinfection in the event of a confirmed case of COVID-19 at Eaton Academy. The entire building will be fully cleaned and disinfected daily—including high touch areas—and spot cleaning will be performed throughout the day.



If a student or staff member gets sick, a trained custodial response team will disinfect the area in accordance with CDC guidelines using EPA-approved cleaning and disinfecting products. They will wear PPE where appropriate, and close off the affected areas for 24 hours, to allow for proper ventilation and viral load reduction.

Keeping in accordance with Michigan Safe Schools Roadmap, in July and continuing through the first month of school, Eaton will perform a comprehensive facilities check. This will allow us to do a comprehensive inventory, create a needs assessment for supplies and equipment, and develop a thorough and responsive protocol for cleaning and disinfecting. Our facilities plan leading up to the opening of school may look similar to the timeline below:

#### May – June

- Custodial and maintenance staff deep clean the entire building and continue to do so throughout the summer.

#### Early - Mid July:

- Inventory PPE supplies and equipment to develop a needs assessment for high need items so they can be ordered/delivered prior to the start of school.

#### Mid – Late July:

- School-wide audit of cleaning supplies and equipment with custodial and maintenance staff to develop a needs assessment.
- Order PPE, safety supplies, cleaning supplies and equipment, as well as, COVID protocol signage.

#### Early August

- Plan, participate in, and document training for custodial and administrative staff on CDC protocols for cleaning and disinfecting procedures.
- Multiple school walkthroughs by administration and custodial teams to determine high touch areas, develop classroom logistics, map out signage, develop cleaning checklist and quick response protocols.
- Conduct walkthroughs with small groups of teaching staff to discuss and elicit feedback about facilities plan and protocols.
- After the walkthrough and review process, order any additional necessary supplies and/or equipment for classroom use, office use, maintenance, custodial and security.
- Develop procedures highlighting areas of the building and entrances that will be utilized for staggered arrival and dismissal times as well parent and visitor access.
- Post additional signage for visitor access protocols at the main entrance and notify the entire Eaton Community of these protocols through emails, robocalls, school website, and social media platforms.
- Develop a return and inventory procedure for Eaton devices to be used as part of our technology plan
- Use 8<sup>th</sup> grade Chromebook return as a trial run for our technology return and cleaning procedures.



#### Mid-August

- Coordinate with Macomb Intermediate School District and Macomb County Health Department, in order to review facilities plans and seek guidance and/or assistance in terms of protocols, additional needs, and supplies.
- Publish Eaton's schoolwide facilities plan on the school's website and social media platforms (along with Safety and Instructional Plans.) Plans will be mailed home and follow up phone calls will be made to ensure our families received the plans.

#### Mid-Late August

- Schedule and conduct multiple parent and community information sessions to discuss Eaton's facilities plans as well as our Instruction and Safety plans. Sessions will be held virtually, as well as face-to-face, following all CDC and MDHHS safety protocols.
- Complete school and classroom configurations for opening of school and run "school day" trials with small groups of teaching staff.

#### Late August

- Create virtual school walkthrough and school day simulation videos to show parents the learning environment, cleaning procedures, and safety protocols. These videos will be posted on the school's website and social media platforms.
- Review all cleaning and disinfecting plans with custodial and maintenance staff daily to ensure the proper protocols are being followed.
- Review all cleaning and disinfecting plans with administrative and teaching staff daily to ensure the proper protocols are being followed.
- All facility signage posted inside and outside of the building.

#### September - Ongoing

- First week of school daily checks with all staff about facilities plan and adjustments made where necessary.
- Nightly and Wednesday deep cleaning protocols begin
- Walkthrough and audits of facilities plan conducted twice weekly.
- **In the event that school has to be closed for face-to-face instruction, our cleaning and disinfecting procedures will remain in place and we will follow all of the "Strongly Recommended" protocols outlined in the Michigan Safe Schools Roadmap.**

With Eaton Academy's enhanced facilities and safety protocols, school will look and feel different this year. Following public health guidance, our school will welcome half of our normal class size and school size into the building on any given day. Staff and students will complete daily symptom screeners before entering the school, have their temperatures taken upon entering the building, wear face coverings, and students will come to school for only two days a week. Supporting these measures requires a considerable investment, which we are fully committed to making.

To ensure the safest possible learning environments, we will purchase disposal masks as well as reusable cloth face masks to support every student and staff member, we will ensure that all hand sanitizer



dispensers are full throughout the day, each classroom or gathering area will have multiple containers of disinfectant wipes and infrared thermometers, hospital-grade disinfectant sprayers, and additional PPE for specialty roles. We also plan to contract with an additional custodial service to help carry out stringent cleaning and sanitizing protocols every day at Eaton Academy.

During the fiscal year 2021 budgeting process, the Eaton Academy Team including the Board of Directors worked to develop a budget that would have the foresight to meet the challenges the 2020-2021 school year might bring financially. Throughout the development process, the needs for equipment and supplies to address CDC and instructional needs was a high priority. To address those needs, the Eaton Academy Team combined the use of general education funds, grant funds and CARES Act funding to set aside significant financial resources to address three critical areas: Instructional Technology, Cleaning and Disinfecting Supplies and Services, and PPE.

The Eaton Academy Team also took into consideration the possibility of potential budget deficits due to decreased per pupil funding and/or decreased enrollment. With that in mind, several budget scenarios were created to address staffing models, additional staffing needs based on instructional models, and redeployment and/or redefinition of staff responsibilities, should these occur.

We also recognize that certain students require different levels of in-person instruction based on age and developmental learning needs. Hybrid scheduling can help ensure that social distancing within the groupings can be maintained, and mitigate viral transmission, by decreasing the number of students and staff each individual has to interact with, particularly during arrival, class transitions, and dismissal. Eaton's administration has been developing current staff, and recruiting new staff, to fulfill roles that will assist all students' needs during our hybrid model and remote learning. This includes special attention to develop roles that address student and staff health, as well as social and emotional well-being. Our Dean of Climate and Culture and our Technology Coordinator will have integral roles when it comes to student and adult needs in the areas of health and technology.

The health and wellbeing of our students and staff is always our top priority. Eaton Academy does not provide bus transportation for our students. The entirety of our student population either walks to and from school or is dropped off and picked up from school daily. As mentioned earlier, we will conduct a thorough screening upon arrival, and students will be sent home each day with a health questionnaire to be returned on their next face-to-face instructional day before entering the building. This questionnaire, along with a temperature scan, will allow us to have a brief and early indication as to how the student feels, and if they will be admitted into the school for instruction that day.

We understand that many of our students' families trust Eaton Academy to provide our students with a healthy meal, daily, during the regular school year. During this unprecedented time, Eaton Academy is committed to providing meals to all of our students daily, even on remote learning days. When students are in the building, with their Hybrid Schedule Group, they will be provided with lunch in their classrooms following all CDC guidelines. Our Food Service Provider (Variety) will train and monitor their staff on the CDC guidelines in order to ensure all of the proper protocols for cleanliness and safety are being followed.





On days when students are learning remotely, grab-and-go meals will be provided for families. We will specify a pick-up area outside of the school building for families on days when their child is not receiving face-to-face instruction. In certain instances, meals may need to be delivered to families due to extenuating circumstances. This need will be discussed with the individual family and a plan will be developed by administration. In the event that school has to be closed for face-to-face instruction, this protocol will remain in place and meals will continue to be offered to all of our Eaton families on a daily basis.

To ensure the safety of our school community, and cleanliness of our building, we will develop protocols for everyone who plans to enter Eaton Academy. All parents, family designee, or visitors must have an appointment to enter the building. A temperature check by an Eaton staff member is required prior to entering the building, and they must wear a mask at all times. We will limit entry to only the necessary family members for the appointment. Once in the building, they will be escorted to the conference room for on-site meetings and given a number to text the main office if they need anything further or have questions.

All Eaton students, staff, and approved visitors will be asked to complete a symptom screener questionnaire each day they are planning on entering the building. If any staff member, visitor, or student comes to school showing symptoms, they will be sent home. Additionally, all staff, students, and visitors will be asked to undergo daily temperature checks once they arrive at school. Anyone with a temperature of 100.4°F or higher will be sent home—students will be sent to a designated room immediately to wait until they are picked up by a parent or guardian, within the hour.

In order to provide transparent and timely communication with parents, and our school community, in terms of operational protocols and procedures, all student and staff handbooks will be updated and distributed in hard copy or digital form prior to the start of the school year. Eaton Academy will also provide communication in the form of a weekly newsletter that will be sent home with students and posted on our website and social media platforms.

Whether in the building or remotely, student and staff technology will be vital to successfully implementing our plans throughout all phases of our preparedness plan. We've learned from our experiences from the spring online learning phase and we are working to improve remote learning for our students. In order to ensure a consistent, high-quality learning experience, we will implement common platforms, tools, and schedules. During the spring, Eaton Academy conducted on-going informal communication and formal questionnaires. We also collected information as to the number of devices each family had in the home that could be used to access online learning platforms and internet capabilities. Any family that needed a device for remote learning during the spring and summer were provided with an Eaton Academy Chromebook. The overwhelming majority of our families indicated that they had internet access at home, but those that did not were assisted by our team in getting access through one of the free online service providers available during the statewide school closure. Throughout our spring and summer session we distributed approximately 200 devices to the families that needed them for remote learning. All families receiving a device signed a consent form indicating they received, and were responsible for, the device. These forms have been updated to reflect any maintenance, or replacements, needed due to issues with the device.



The hybrid plan we have developed requires that all students have devices in their homes. Families that received a device during our spring and summer sessions will be allowed to keep those for the coming school year so students can continue learning on the days they are not in the building. As mentioned earlier, we plan to use our CARES Act funding to procure additional devices for families that need them, or to replace devices that are no longer functioning properly, ensuring that all of our students have a device to use at home. Additionally, we will work with families to ensure they have internet access in the home. If they do not, Eaton will work to provide that service for the family.

Our hybrid approach will also allow learning to continue, uninterrupted, should students need to learn-at-home full-time for health reasons, or should public health needs require Eaton to suspend in-person instruction. Our plan allows for a smooth transition to full-time remote learning. We also understand that some families will prefer to keep their children home. In recognition of the unprecedented nature of this pandemic and the need for flexibility, these specific instances will be discussed with the family, and a plan will be developed individually to meet the needs of the student.

**As with everything during this unprecedented time, we understand that we need to be flexible and listen to our parents, staff, students, and the entire Eaton Community. All of our re-opening plans will be shared, and we will have ongoing dialogue to determine which plan is in the best interest of our school community. Our Phase 4 and Phase 5 hybrid schedule, with in-person learning combined with remote learning, gives the best option to open our school building to students and staff should our school community feel that having students return of the building is in our best interest. If the state is under Phase 4 or Phase 5 of the Michigan Safe Start Plan, but our school community feels that students staying at home and learning remotely is our best and safest option, we will open using our remote learning plan outlined for Phase 1,2, and 3.**





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

### Phase 5 Safety Protocols

Eaton Academy will follow the CDC guidelines, and the guidance of our local public health department, regarding implementing safety protocols while anyone is our building. On a daily basis, all Eaton students, staff, and approved visitors will be asked to complete a symptom screener questionnaire each day they are planning on entering the building. Eaton Academy does not provide bus transportation, as all of our students either walk or are dropped off at school daily, so we will screen students prior to entering the building. Adult guests entering the building will be given a questionnaire to screen for symptoms, they must wear a facial covering, and wash/sanitize hands prior to entering. Upon entering they will have to sign in, and our office staff will keep records of arrival and departure times. If any staff member, visitor, or student comes to school showing symptoms, they will be sent home. All staff and students will be encouraged to also do self-examinations and temperature checks at home, and if they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they are to stay home. (posters with visuals of various symptoms (fever, cough, shortness of breath, sore throat) will be displayed, in order for students and staff to know what symptoms that are being referred to). If staff, students, visitors state that they have more than 2 symptoms or a fever of 100.4 within the last 3 days, they will be asked to return home. Staff, students that exhibit 2 more symptoms of Covid-19 will be asked to quarantine for up to 14 days and /or receive after confirmation of a negative Covid-19 test. All staff and students will be encouraged to also do self-examinations and temperature checks at home, and if they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home. Anyone who exhibits any respiratory or gastrointestinal symptoms or has a temperature of 100.4 or greater will remain in the designated quarantine area and will be sent home. This area will be an office space in which will undergo a deep cleaned immediately after being used as a quarantine space. Front office staff members and members on the leadership team will continue to care for students until parents and/or guardians have retrieved the student from school.

Additionally, all staff, students, and visitors will be asked to undergo daily temperature checks with a touchless thermometer once they arrive at school. Anyone that comes to school with a temperature of 100.4°F or higher will be sent home—students will be sent to a designated room immediately to wait until they are picked up by a parent or guardian, within the hour. Eaton Academy will cooperate with the local public health department if a confirmed case of COVID-19 is identified and will collect the contact information for any close contacts of the affected individual, from two days before he or she showed symptoms to the time when he or she was last present at the school.

Facial coverings must always be worn by all staff and students except for meals. To begin the school year, Eaton Academy will provide every student with a disposable face covering daily to ensure that all students and staff are secure. As we progress throughout the school year, facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Kindergarten through 2<sup>nd</sup> grade and special education staff will be provided and encouraged to wear clear masks. All K-8 student supply lists included facial coverings; if students or teachers misplace or do not come with a facial covering, one will



be provided to them. Facial coverings will be worn in hallways and common areas by all students and staff. Any staff members that are unable to remove facial coverings without assistance or cannot medically tolerate a facial covering, as well as students who cannot medically tolerate a facial covering, will be sent home and asked to obtain a waiver from a medical official stating so prior to returning. Medically vulnerable students and staff will also be accounted for. Our team will review all current plans for accommodating students with special healthcare needs such as IEPs, 504 plans, etc. Plans will be updated as needed in order to decrease the risk of Covid-19. We will have a plan in place to address request for alternative learning arrangements or work reassignments when these issues arise. Cleaning-frequently touched surfaces will undergo cleaning multiple times throughout the day with EPA approved disinfectant.

Based on CDC guidelines, our classrooms will be arranged with desks six feet apart and facing the same direction toward the front of the classroom to ensure social distancing. Teachers will be encouraged to maintain six feet of spacing between themselves and students as much as possible. In order for teachers to feel safe while working with their students, collaboration tables will be equipped with plexiglass partitions, and students will remain at the proper distance. Family members or other guests will not be allowed in the school building except under extenuating circumstances or by appointment. Our K – 5 special classes such as Art, STEAM, and Spanish will be brought to the classrooms instead of having students move to different locations.

Student in grades PreK-5 will have scheduled bathroom breaks, specifically for hand washing, every 2-3 hours in their classrooms; Middle School students will sanitize their hands every transition and upon entry and dismissal of the classroom. Hand sanitizing stations will also be setup at the front of every classroom and throughout the school building. Throughout the school there will be “Panther Paws” on the floor to social distance students while they are in line. These will be placed in meeting areas, the main office, waiting areas, in and outside of classrooms by the door, by the bathroom, and other areas where students are regularly. Hallways and areas within the classroom will be labeled as “one-way streets” where students and staff will all walk in the same direction. There will also be social distance posters in classrooms and throughout the school.

Per our facilities check list, our custodial team will replenish all in-class hand sanitizing stations, as well as classroom, common area, and bathrooms with at least 60% alcohol hand sanitizer, soap, paper towel, and tissue. Signs will be placed in bathrooms and any areas with a sink to reinforce proper hand washing techniques. K-1 classrooms will also have scheduled hand washing time every 2-3 hours in their classrooms; 2-8 classrooms will sanitize their hands every transition and upon entry and dismissal of the classroom. Hand sanitizing stations will also be setup throughout the school building. All Eaton staff will participate in online professional development sessions/videos to learn the proper techniques distributed by the CDC. These professional development sessions will prepare our staff to teach lessons all grade levels regarding hand washing, sanitizing, how to cough and sneeze into their elbows or to cover their face with tissue.



Eaton teachers will limit the use of shared supplies, but on rare occasions they can be used in small groups and teachers will be given supplies to adequately clean and disinfect after student use. Students will be encouraged to bring their own items to utilize, and they will put all personal belongings in their locker, or their personal bin of learning supplies. Whenever possible, recess and PE will be conducted outside with appropriate social distancing. When more than one cohort class is outside, students will be required to wear facial coverings.

All Food Service, Gatherings, and Assemblies will be held in student classrooms in order to prohibit gatherings of students from more than one classroom. School supplied meals will be delivered to classrooms with disposable utensils. Cafeteria staff will use gloves, face shields, and/or masks when preparing and delivering food to classrooms. All large-scale assemblies of more than 50 students are suspended. Off-site field trips, as well our athletic programs, are suspended.

### **Phase 5 Mental & Social-Emotional Health**

We have been, and will continue to be, committed to the mental health of our staff, students, and the entire Eaton Community. When we closed the building last spring, we knew that this would be a tough transition for our entire Eaton Community. We know that this will continue to be a challenging time as we plan to begin remotely under Phases 1, 2 and 3. Through our closure last year our Student Support Team continued to meet virtually in order to assist with student needs. This team, comprised of our Special Education Team, MTSS Interventionist, and Dean of Climate and Culture, discuss how specific students are performing academically, socially, and behaviorally at school. In collaboration with our administration, they establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate support teams. Although we will not implement mental health screening for all students, we will implement mental health screening by the recommendation from parents, teachers, and/or other staff members.

Our Student Support and Administration Teams will modify and establish a comprehensive crisis management plan that leverages available internal and external community-based resources, which can be activated efficiently as needed. This includes designating our Social Worker as our mental health liaison who will work with the school, local public health agencies, MDE, MISD, and community partners. Last spring our school based Social Worker played an integral and invaluable role by continuing to meet not only with his case load, but with students that were referred by our staff. He also assisted staff by providing weekly resources, such as videos and scholarly articles, to help not only our students, but to provide support for their own mental health.

We will continue to provide staff with similar resources as we did last spring, and will provide them 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.



Eaton Academy is committed to developing communication channels for our entire Eaton Community to address mental health concerns resulting from COVID-19. This includes communicating with parents and guardians, via a variety of channels, return to school transition information including a de-stigmatization of COVID-19, understanding normal behavioral response to crises, general best practices of talking through trauma with children, and positive self-care strategies that promote health and wellness.

## **Phase 5 Instruction**

The Michigan Safe Schools Roadmap has provided guidance that allows schools to open for in-person instruction when under Phase 5 of the Michigan Safe Start Plan. Under Phase 5, Schools are open for in-person instruction with minimal required safety protocols. Therefore, all student class schedules will look similar to how they looked prior to the shutdown, with all students engaging in in-person instruction, with continued safety protocols as needed.

Eaton Academy used various forms of communication to gain feedback from multiple stakeholders, which included parent questionnaires through phone call and/or emails, formal and informal discussions with staff, parents and community members, and formal surveys given during our summer planning period. We will continue to utilize surveys and feedback forms in order to gain insight and input from our community.

Our instructional vision will be set to ensure that students will have access to grade-level instruction and high quality, standards-aligned instructional materials in every subject. Students will take pre-assessments and NWEA adaptive assessments in order to assess their understanding of prerequisite skills and grade-level proficiencies. We will also utilize other forms of formative assessments, screeners, and diagnostics as well. Students social emotional needs will also be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections and building relationships with students. We will continue to utilize our grade level curriculum, EngageNY/ Eureka Math, Wit and Wisdom, STEMscopes, and Mystery Science and social studies units to provide rigorous, Common Core aligned curriculum, and support teachers to identify the major work of the grade in order to focus, prioritize, and accelerate instruction.

Our administration team will conduct checkpoints with teachers around curriculum, pacing and ongoing monitoring of student progress, and specifically home in on the growth of students who need further acceleration. Through formative and summative assessments, as well as diagnostic assessments, our staff will analyze student data to identify trends and gaps in student learning and design systemic supports and interventions that will aid in accelerating student learning. Progress and growth will be monitored for all students through formative and summative assessments in order to ensure that our students are getting the differentiated and rigorous content necessary to reach proficiency. NWEA MAP will be used as a universal screener, and summative assessment tool. For Math and ELA, standards-based grade level common assessments will be used as a formative and summative assessment tools through Wit and Wisdom and EngageNY/Eureka Math to ensure students are making progress towards their growth



and proficiency goals. We will use a variety of tools for our formative assessments. Sites such as Kahoot, IXL, Mobymax, Quizizz and Google Forms.

In order to ensure that our students are getting the social and emotional assistance they need we will use the Social Emotional Learning Curriculum, Second Step. Additionally, our students will continue to practice PBIS and Restorative Justice through community circles, positive reinforcement, brain breaks through instruction, and individual attention as needed, whether learning remotely or in the building.

Eaton Academy's philosophy is that all students learn differently, and we work hard to provide a personalized learning plan in order to ensure their growth and success. It is our mission to ensure all of our students have the necessary resources and support especially when it comes to our students with disabilities. Our students with disabilities will receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE) no matter the learning platform.

Students with IEPs will participate equally with their non-disabled peers in the general education curriculum. In general, students will receive instruction in the Common Core State Standards in the four core subject areas of ELA, math, science, and social studies. Depending on the level of performance stated in an IEP, student mastery of the general curriculum for ELA and math will be based on the high, medium, and low ranges of complexity indicated in Essential Elements. Similarly - depending on the level of performance stated in an IEP - student mastery of the general curriculum for science and social studies will be based on the functional, supported, and participation ranges of complexity indicated in EGLCEs.

Public health data will be considered when planning for the instruction and delivery of ancillary services for students with disabilities and serve as the basis for deciding if instruction will be in person, in a hybrid format, or in a remote learning platform. Special education programs and services currently include a resource program, speech and language therapy, social work services, and occupational therapy; however, the continuum of services offered will remain as responsive and flexible as possible depending on student need.

Special education programs and services will provide specialized instruction in face-to-face formats; for example, in person or through synchronous live-streamed platforms. Sessions for specialized instruction or for services will comply with the number and duration indicated in each student's IEP. Paper-and-pencil packets and recorded video sessions will be used only as resources but not as primary means of instruction.

IEP annual goals and objectives will remain the targets of specialized instruction in all learning platforms, presented reasonably and safely in person or through synchronous live-streamed sessions. In general, students with IEPs will participate in four individual or small group sessions each week to address ELA and math goals and objectives. [CD1] Duration of sessions will depend on service hours indicated in individual IEPs.



Each student's IEP will be reviewed no later than December 2020 to ensure that it reflects the student's current level of performance and that IEP goals, supplementary aids and supports, and programs are appropriate for a traditional, for a hybrid, or for a remote learning platform.

Decisions regarding revisions to students' IEPs will be based on data relative to students' current levels of performance. Likewise, decisions regarding the provision of recovery services will be based on data relative to the performance levels of students with IEPs in relation to their grade-level peers. Recovery services, if required, will begin in January 2021. [CD2]

"Contingency learning plans" will be included in each student's IEP to allow for moving from phase to phase of the Michigan Safe Schools Roadmap. Contingency learning plans will be included in the Other Considerations and Options section of each student's IEP.

Child Find, Procedural Safeguards, and Discipline Procedures will remain in place as indicated in the IDEA for all learning platforms. Assessments [CD3] for initial and three-year re-evaluations will be conducted in person with the appropriate health and safety protocols followed or through a qualified virtual environment (e.g., approved Pearson assessments). Initial and re-evaluation assessments will be prioritized based on required timelines.

Caseloads for special education staff will follow guidelines indicated in MARSE and the Macomb County Plan.

Special education staff will document the provision of services indicated in IEPs through daily or monthly service logs. Student progress toward annual goals and objectives will be monitored regularly and reported quarterly with report cards.

General and special education instructional staff will continue to document on monthly logs that each student with an IEP receives the accommodations, modifications, and supplementary aids and supports indicated in their IEPs.

During the process of creating our instructional plan, Eaton Academy created a "Return to Learn" Team. This team consisted of members from AceroEd, Eaton's administration, and teachers representing different grade levels and segments of our school. This team solicited input from parents and Board members in order to craft a reopening plan that addresses the needs and the best interests of our staff, students, and the entire Eaton Community. Over the past few months, we have communicated with our Eaton Community to learn what worked when it came to our instructional model in the spring of 2020, and areas we need to improve this fall. These discussions, with the members of our school community as well as our team, were invaluable to the development of our plan.

Our parents were very pleased with the level of communication they received from our teachers and school. Communication with parents has always been a key component to our approach at Eaton Academy. Parent input, and ongoing dialogue about our plan, will be even more vital as we move toward reopening our school building for face-to-face instruction. In order to ensure that we are connecting with our students' families, our teachers and administrative staff will use a variety of





different communication methods including phone calls, emails, home visits, and online platforms such as ClassDojo, Seesaw, Remind, Email, and Microsoft Teams.

In order to provide transparent and timely communication with parents, and our school community, in terms of our curriculum plan and instructional model, all of our reopening plans will be distributed in hard copy and digital form as well as being posted to the school's website prior to the start of the school year. This will include grade level requirements, resources, and supports. Eaton Academy will also provide assessment and academic progress reports to parents bi-weekly in order to keep parents informed of their child's progress.

Professional Learning has been a key component to our success with remote learning and will carry on once we are back in the building. Our teachers have done a tremendous job learning how to use innovative online platforms and deliver instruction virtually. We also understand that we need to continue to provide teachers with ongoing professional development to support their growth in this area. We will ensure that teachers have time to collaborate and plan, which is something that needs to be improved upon based on feedback of our instructional model last spring. The administrative team will meet weekly with teachers to discuss what is working and not working with our students. We will work together to solve potential problems and follow action steps to be completed at the following week's meeting. We also develop strategies that promote greater student engagement. Encouraging students to teach their peers the concepts that their teachers have taught them.

**As with everything during this unprecedented time, we understand that we need to be flexible and listen to our parents, staff, students, and the entire Eaton Community. All of our re-opening plans will be shared, and we will have ongoing dialogue to determine which plan is in the best interest of our school community. Our Phase 4 and Phase 5 hybrid schedule, with in-person learning combined with remote learning, gives the best option to open our school building to students and staff should our school community feel that having students return of the building is in our best interest. If the state is under Phase 4 or Phase 5 of the Michigan Safe Start Plan, but our school community feels that students staying at home and learning remotely is our best and safest option, we will open using our remote learning plan outlined for Phase 1,2, and 3.**

## **Phase 5 Operations**

As we plan to reopen Eaton Academy in September, we will follow, and implement, all of the **"Recommended"** protocols outlined in the Michigan Safe Schools Roadmap. In addition, Eaton has worked in close partnership with our sister school Detroit Innovation Academy, neighboring schools and districts, public health organizations, and our Eaton community to develop protocols, processes, and practices to maximize student learning and public health.

Eaton Academy understands that in-person instruction is critical to the academic and social-emotional development of students Eaton Academy will return to full time face-to-face instruction in our building when the state is under Phase 5. In order to ensure that students may return to school in a safe



manner, that meets public health guidelines, we will continue to practice social distancing, mandate our rigorous health and cleaning protocols, and use face coverings. Eaton Academy is focused on safely bringing students and staff back for in-person instruction.

During this process, the voices of our students, families, and staff have been, and will be, critical to informing us how we resume school. Over the past few months, we have informally surveyed the Eaton Community to better understand their thoughts, concerns, and priorities for the fall. Through these discussions we learned that families want increased health protocols and to ensure that all necessary precautions are being taken to ensure our daily school operations are safe for their children.

In developing our facilities plan, we have improved and enhanced our routine cleaning and disinfecting protocols. To protect the health of our staff, students, and the entire Eaton Community, we will enhance nightly cleaning, increase daytime janitorial presence with additional personnel, and utilize an additional trained custodial response team for increased cleaning and disinfection in the event of a confirmed case of COVID-19 at Eaton Academy. The entire building will be fully cleaned and disinfected daily—including high touch areas—and spot cleaning will be performed throughout the day.

If a student or staff member gets sick, a trained custodial response team will disinfect the area in accordance with CDC guidelines using EPA-approved cleaning and disinfecting products. They will wear PPE where appropriate, and close off the affected areas for 24 hours, to allow for proper ventilation and viral load reduction.

Keeping in accordance with Michigan Safe Schools Roadmap, in July and continuing through the first month of school, Eaton will perform a comprehensive facilities check. This will allow us to do a comprehensive inventory, create a needs assessment for supplies and equipment, and develop a thorough and responsive protocol for cleaning and disinfecting. Our facilities plan leading up to the opening of school may look similar to the timeline below:

May – June

- Custodial and maintenance staff deep clean the entire building and continue to do so throughout the summer.

Early - Mid July:

- Inventory PPE supplies and equipment to develop a needs assessment for high need items so they can be ordered/delivered prior to the start of school.

Mid – Late July:

- School-wide audit of cleaning supplies and equipment with custodial and maintenance staff to develop a needs assessment.
- Order PPE, safety supplies, cleaning supplies and equipment, as well as, COVID protocol signage.

Early August





- Plan, participate in, and document training for custodial and administrative staff on CDC protocols for cleaning and disinfecting procedures.
- Multiple school walkthroughs by administration and custodial teams to determine high touch areas, develop classroom logistics, map out signage, develop cleaning checklist and quick response protocols.
- Conduct walkthroughs with small groups of teaching staff to discuss and elicit feedback about facilities plan and protocols.
- After the walkthrough and review process, order any additional necessary supplies and/or equipment for classroom use, office use, maintenance, custodial and security.
- Develop procedures highlighting areas of the building and entrances that will be utilized for staggered arrival and dismissal times as well parent and visitor access.
- Post additional signage for visitor access protocols at the main entrance and notify the entire Eaton Community of these protocols through emails, robocalls, school website, and social media platforms.
- Develop a return and inventory procedure for Eaton devices to be used as part of our technology plan
- Use 8<sup>th</sup> grade Chromebook return as a trial run for our technology return and cleaning procedures.

#### Mid-August

- Coordinate with Macomb Intermediate School District and Macomb County Health Department, in order to review facilities plans and seek guidance and/or assistance in terms of protocols, additional needs, and supplies.
- Publish Eaton's schoolwide facilities plan on the school's website and social media platforms (along with Safety and Instructional Plans.) Plans will be mailed home and follow up phone calls will be made to ensure our families received the plans.

#### Mid-Late August

- Schedule and conduct multiple parent and community information sessions to discuss Eaton's facilities plans as well as our Instruction and Safety plans. Sessions will be held virtually, as well as face-to-face, following all CDC and MDHHS safety protocols.
- Complete school and classroom configurations for opening of school and run "school day" trials with small groups of teaching staff.

#### Late August

- Review all cleaning and disinfecting plans with custodial and maintenance staff daily to ensure the proper protocols are being followed.
- Review all cleaning and disinfecting plans with administrative and teaching staff daily to ensure the proper protocols are being followed.
- All facility signage posted inside and outside of the building.

#### September - Ongoing

- First week of school daily checks with all staff about facilities plan and adjustments made where necessary.



- Walkthrough and audits of facilities plan conducted twice weekly.
- **In the event that school has to be closed for face-to-face instruction, our cleaning and disinfecting procedures will remain in place and we will follow all of the “Strongly Recommended” protocols outlined in the Michigan Safe Schools Roadmap.**

With Eaton Academy’s enhanced facilities and safety protocols, school will look and feel different this year. Following public health guidance, our school will welcome half of our normal class size and school size into the building on any given day. Staff and students will complete daily symptom screeners before entering the school, have their temperatures taken upon entering the building, wear face coverings, and students will come to school for only two days a week. Supporting these measures requires a considerable investment, which we are fully committed to making.

To ensure the safest possible learning environments, we will purchase disposal masks as well as reusable cloth face masks to support every student and staff member, we will ensure that all hand sanitizer dispensers are full throughout the day, each classroom or gathering area will have multiple containers of disinfectant wipes and infrared thermometers, hospital-grade disinfectant sprayers, and additional PPE for specialty roles. We also plan to contract with an additional custodial service to help carry out stringent cleaning and sanitizing protocols every day at Eaton Academy.

During the fiscal year 2021 budgeting process, the Eaton Academy Team including the Board of Directors worked to develop a budget that would have the foresight to meet the challenges the 2020-2021 school year might bring financially. Throughout the development process, the needs for equipment and supplies to address CDC and instructional needs was a high priority. To address those needs, the Eaton Academy Team combined the use of general education funds, grant funds and CARES Act funding to set aside significant financial resources to address three critical areas: Instructional Technology, Cleaning and Disinfecting Supplies and Services, and PPE.

The Eaton Academy Team also took into consideration the possibility of potential budget deficits due to decreased per pupil funding and/or decreased enrollment. With that in mind, several budget scenarios were created to address staffing models, additional staffing needs based on instructional models, and redeployment and/or redefinition of staff responsibilities, should these occur.

The health and wellbeing of our students and staff is always our top priority. Eaton Academy does not provide bus transportation for our students. The entirety of our student population either walks to and from school or is dropped off and picked up from school daily. As mentioned earlier, we will conduct a thorough screening upon arrival, and students will be sent home each day with a health questionnaire to be returned on their next face-to-face instructional day before entering the building. This questionnaire, along with a temperature scan, will allow us to have a brief and early indication as to how the student feels, and if they will be admitted into the school for instruction that day.

Under Phase 5 we will *may* resume the use of our lunchroom and gym. We will continue to use social distancing when possible and we will ensure that the environment is kept to very high standards of cleanliness and protocol. Our Food Service Provider (Variety) will train and monitor their staff on the CDC guidelines in order to ensure all of the proper protocols for cleanliness and safety are being



followed. By resuming the use of our gym, special protocols will be in place to ensure the safety of our students and staff. Physical Education equipment will be disinfected several times throughout the day and students will be required to use the highest levels of hygiene which will include washing their hands and face during activities. Athletic programs may be resumed during Phase 5 as well and will follow all guidelines recommended by the MHSAA

To ensure the safety of our school community, and cleanliness of our building, we will develop protocols for everyone who plans to enter Eaton Academy. All parents, family designee, or visitors must have an appointment to enter the building. A temperature check by an Eaton staff member is required prior to entering the building, and they must wear a mask at all times. We will limit entry to only the necessary family members for the appointment. Once in the building, they will be escorted to the conference room for on-site meetings and given a number to text the main office if they need anything further or have questions.

All Eaton students, staff, and approved visitors will be asked to complete a symptom screener questionnaire each day they are planning on entering the building. If any staff member, visitor, or student comes to school showing symptoms, they will be sent home. Additionally, all staff, students, and visitors will be asked to undergo daily temperature checks once they arrive at school. Anyone with a temperature of 100.4°F or higher will be sent home—students will be sent to a designated room immediately to wait until they are picked up by a parent or guardian, within the hour.

In order to provide transparent and timely communication with parents, and our school community, in terms of operational protocols and procedures, all student and staff handbooks will be updated and distributed in hard copy or digital form prior to the start of the school year. Eaton Academy will also provide communication in the form of a weekly newsletter that will be sent home with students and posted on our website and social media platforms.

Last spring, Eaton Academy conducted on-going informal communication and formal questionnaires. We also collected information as to the number of devices each family had in the home that could be used to access online learning platforms and internet capabilities. Any family that needed a device for remote learning during the spring and summer were provided with an Eaton Academy Chromebook. The overwhelming majority of our families indicated that they had internet access at home, but those that did not were assisted by our team in getting access through one of the free online service providers available during the statewide school closure. Throughout our spring and summer session we distributed approximately 200 devices to the families that needed them for remote learning. All families receiving a device signed a consent form indicating they received, and were responsible for, the device. These forms have been updated to reflect any maintenance, or replacements, needed due to issues with the device.

Our plan allows for a smooth transition to full-time remote learning in the event that a student tests positive for COVID. We also understand that some families will prefer to keep their children home. In recognition of the unprecedented nature of this pandemic and the need for flexibility, these specific instances will be discussed with the family, and a plan will be developed individually to meet the needs of the student.



**As with everything during this unprecedented time, we understand that we need to be flexible and listen to our parents, staff, students, and the entire Eaton Community. All of our re-opening plans will be shared, and we will have ongoing dialogue to determine which plan is in the best interest of our school community. Our Phase 4 and Phase 5 hybrid schedule, with in-person learning combined with remote learning, gives the best option to open our school building to students and staff should our school community feel that having students return of the building is in our best interest. If the state is under Phase 4 or Phase 5 of the Michigan Safe Start Plan, but our school community feels that students staying at home and learning remotely is our best and safest option, we will open using our remote learning plan outlined for Phase 1,2, and 3.**

**Van Atten-Densmore, Amy Sue**

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**From:** COVID-19 Preparedness and Response Plan <MDE-GEMS@michigan.gov>  
**Sent:** Friday, August 14, 2020 12:00 AM  
**To:** Van Atten-Densmore, Amy Sue  
**Subject:** [External] COVID-19 Preparedness and Response Plan Submission Complete



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DEPARTMENT OF EDUCATION  
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MICHAEL F. RICE, Ph.D.  
STATE SUPERINTENDENT

Thank you for your recent submission of your COVID-19 Preparedness and Response Plan Submission.

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