



Escuela Avancemos! Academy COVID-19 Preparedness and Response Plan

Address of School District: 2635 Howard St., MI 48216

District Code Number: 82744

Building Code Number(s): 82744

District Contact Person: Stephanie Yassine

District Contact Person Email Address: syassine@theEAacademy.org

Local Public Health Department: Detroit Health Department

Local Public Health Department Contact Person Email Address: faird@detroitmi.gov

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors: 08/05/2020



August 11, 2020 [via email]

Ms. Stephanie Yassine
Escuela Avancemos!
2635 Howard St.
Detroit, MI 48216

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

Dear Ms. Yassinen:

I am pleased to inform you that the Plan for Escuela Avancemos! (“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 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: Cristina Stamatina, Board President
Shan'Ta Johnson, 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

Escuela Avancemos Academy (the “Academy”)

A special meeting of the Academy Board of Directors was held on the 5th day of August , 2020, at 6:30 PM.

The meeting was called to order at 6:35 p.m. by Board Member Cristina Stamatina:

Present: Cristina Stamatina, Linda Chittum, Monica Barbour and Mariva Gonzalez

Absent: Andreea Bordeianu

The following preamble and resolution were offered by Board Member Monica Barbour and supported by Board Member Mariva Gonzalez:

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: 4

Nays: 0

Resolution declared adopted.

Print Name: Monica Barbour



Board Secretary



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.

Cristina Stamatis

President, Board of Directors

Board approved: 08/05/2020



Mission:

Prepare, educate, and inspire every child, every day to be lifelong leaders and learners in our 21st century world.

Vision:

Escuela Avancemos Academy is a community school dedicated to continuous improvement in social, behavioral and academic outcomes. We strive to be the best educational option for the students and families we serve. The Academy offers evidenced-based curricula and pedagogy that meets the needs of a diverse student population. We utilize an innovative and holistic framework, where each student’s identity drives the inclusive learning process. Our unique pedagogy incorporates restorative principles, academic rigor, language acquisition and community engagement strategies that inspire our students to be critical thinkers and succeed at the highest level.

Introduction and Overview

When in-person instruction was suspended on March 13th, 2020, EA Academy faculty and staff planned and implemented “emergency distance learning” (online or via paper packet) from March 16th through June 18th, 2020. Devices were sent home, and both staff and students learned to navigate Google Meet/Classroom and synchronous/asynchronous learning, seemingly overnight. We are extremely proud of the work our teachers, staff, students, and families dedicated to this unfamiliar process in these unprecedented times. Our focus for the spring remained keeping our students at the center of all that we do. The public health crisis only strengthened this stance. We embraced the Whole School, Whole Community, Whole Child (WSCC) Model, which is the CDC’s framework for addressing health in schools. We worked to provide social and emotional connection and opportunities to continue learning.

On June 30th, Governor Whitmer released Executive Order (EO) 2020-142 and the Return to School Roadmap, providing guidance and direction for the fall 2020 reopening of schools. EO 2020-142 requires districts to submit three Preparedness and Response (PRP) Plans:

- A plan if the region is in Phases 1-3 of the MI Safe Start Plan - this phase must include only remote instruction
- A plan if the region is in Phase 4 of the MI Safe Start Plan - this phase does permit in-person instruction with required safety protocols
- A plan if the region is in Phase 5 of the MI Safe Start Plan - this phase includes in-person instruction with minimal required safety protocols.



PRPs must be submitted to and approved by the Board of Education no later than August 15th or 7 days prior to the first student day (whichever is first).

Using the experience and reflection of spring 2020's emergency distance learning, EA Academy has had the opportunity to pre-plan more thoughtfully for the fall 2020 reopening. We created our Return to Instruction and Learning Working Group who have met throughout the summer to provide input and feedback on several topics. Staff and family surveys were also conducted and used to inform all decisions. The mission and vision of the academy was the driving force behind all decision making. Coinciding with our mission and vision, we developed the following priorities for fall instruction:

- **Health and safety of students and staff**
- **Rigorous, high-quality instruction for all**
- **Equity and access**
- **Family preference of instructional delivery mode**
- **Teacher and staff preference of instructional delivery mode**

This document contains the academy's 3 separate PRPs for each of the potential re-entry guidelines for schools per the MI Safe Schools Roadmap. Within each phase includes an in-depth and detailed breakdown of planning considerations - including required and recommended practices - around four key areas:

- Safety Protocols
- Mental & Social-Emotional Wellbeing
- Instruction
- Operations

It is organized first by Phase level and then by the corresponding four key areas.



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

Phase 1, 2, or 3 Safety Protocols

PPE & Hygiene

- The academy is closed for in-person instruction.
- Supplies (paper towels, hand sanitizer, tissues, trash receptacles) will be available for essential staff who may be physically present in the building.
- Face masks will be required to be worn by all staff, contractors and guests at all times, except for meals.
- Staff, contractors and guests will be required to complete a health screening prior to entering the building. Temperatures will be checked by main office staff.

Spacing, Movement and Access

- The academy is closed for in-person instruction.
- The academy will not be used by licensed child care providers
- School employees and contractors are permitted to be physically present in the building to conduct basic school operations.
 - Instructional staff (teachers, paraprofessionals) will have an option to conduct remote instruction in their classroom space in order to access internet bandwidth and/or available technology such as SmartBoard, Document Camera, etc.
 - Teachers will be scheduled to come to the building bi-weekly to prepare academic packets and materials to be distributed to students in K-2nd and/or as requested by parents. Scheduling will be staggered so as not to allow more than 4 teachers in the building at a time.
 - Main office, custodial, and school leadership staff will report to the building semi-regularly to oversee and conduct school operations.

Screening Students

- The academy is closed for in-person instruction.

Responding to Positive Tests among Staff and Students

- The academy is closed for in-person instruction.
- Positive tests for staff members will result in a required quarantine away from school for 14 days and/or until they have tested negative.

Food Service, Gathering and Extracurricular Activities

- As a CEP-qualified district, 100% of our students qualify for free lunch. During the public health crisis, all students are eligible for food distribution. Our current distribution plan includes offering families 5 days of breakfast and lunch meals to Escuela Avancemos students. In partnership with our food vendor KEYS Grace Academy, we



will continue to host food distribution on site at least once a week. Steps will be taken to ensure social distancing and protect district staff and families.

- All inter-school activities are discontinued
- After-school activities are suspended.

Athletics

- All athletics programming is suspended.

Cleaning

- An inventory related to all cleaning supplies that are in compliance with the EPA-approved disinfectant will be taken and orders will be made to address increased cleaning protocols.
- Custodial staff are required to wear surgical masks when cleaning.
- Custodial staff schedules will include daily cleaning when staff are present in the building. High frequency usage areas will be wiped down at 8am, 11am and 3pm. Staff will note the time and date and initials on a chart that is kept daily.
- Training on cleaning materials and protocols will be provided to custodial staff prior to the first day of school.

Busing and Student Transportation

- Student transportation will be suspended
- The academy will contract with a bus vendor to facilitate food distribution and academic packet/material delivery to student homes at least bi-weekly. Steps will be taken to ensure social distancing and protect district staff and families.

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

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

Now, more than ever, we are striving to be intentional in our outreach to continue building relationships and investing in our student's social and emotional health. As educators, we are mindful of the trauma, insecurity, and loss many of our families and students may be experiencing due to the pandemic.

We used the [CASEL Reunite, Review, Thrive](#) document to guide and support our thinking.



Our district has established an SEL Leadership team. The Team has an established purpose, process, action plan and outcomes that will be described in this Preparedness and Response Plan for returning students to school. We are committed to doing all we can to help students feel safe and valued. To that end, we commit to the following:

Screening and Referral Process to Identify and Support the School Community

Escuela Avancemos will update our current comprehensive Emergency Operations Plan to include a wrap-around response plan in an unfortunate situation such as the loss of a school community member. The plan will be developed utilizing a trauma-informed framework and will leverage available internal and external/community-based resources, which can be activated efficiently to promptly address grief and loss among our students and staff.

Mental health screening in schools is a foundational element of a comprehensive approach to behavioral health prevention, early identification, and intervention. Early recognition and treatment of mental health challenges leads to better outcomes for students. Although Escuela Avancemos will not implement a mental health screening for all students by a trained mental health professional, we will utilize MTSS processes with the support of the SEL leadership team and morning meeting check -ins across grade levels to provide rapid targeted assistance and outside referral services to struggling students.

We believe that SEL should be an integrated component of our instructional and wellness approach as supported by the [Yale Center for Emotional Intelligence](#). The SEL Leadership team including the Executive Director, Student Support Specialist, MTSS Coordinator, and PBIS lead will review the compiled data to inform and revise the Academy's SEL program and curriculum. Formative Assessments such as weekly check-in's (distributed as a google form) and anecdotal data from teachers conducting daily morning meetings will be monitored for continuous review and planning.

We have identified our Student Support Specialist (SSS) as the point person to centralize mental health referrals, communications to families/students, and public-facing wellness materials.

Prior to the start of the school year, we will establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate school staff and student support teams.

All staff will receive an in-depth training led by a social worker on how to identify and target at-risk behaviors within a tiered system. Teachers are the first line of contact for all students and as such, will be provided with a list of strategies/resources that they can immediately activate if students are disclosing negative internalizing feelings and/or exhibiting risky behavior. An escalation flowchart will be developed to outline behaviors that can be addressed through a tiered approach vs. behaviors that must immediately escalate to the Student Support Specialist.



A form will be created and distributed among school staff to complete when behaviors and/or negative feelings are to be rapidly referred to the Student Support Specialist. Parents will be encouraged to report any unusual behaviors to their student(s) teachers for immediate follow-up by the teacher and/or the academy's SEL team.

A tiered approach to SEL will include:

Tier 1:

- School staff will prioritize relationship-building, establishing expectations and developing a strong school culture during the first two weeks of school.
- Daily morning meetings conducted for remote learning to include topics related to current world-wide events, self-care strategies, exploring diversity and equity-related issues.
- Temperature checks will be administered regularly (google form or verbally) to students

Tier 2:

- Virtual 1:1 check-ins between teacher/mentor and student
- Teacher referral for student to meet with school social worker
- Coordinated referral for student to connect with local community health agencies and/or teletherapy services
- Virtual participation in small group SEL sessions, as needed
- Teacher reaches out to parent/guardian to check in on student and potentially obtain more context or information

Tier 3:

- Immediate referral to the SSS and Administration
- SSS contacts student and parent to conduct a risk assessment
- The school leadership, parent liaison and/or the SEL team will complete a wellness home check.
- Coordinated referral for student to connect with local community health agencies and/or teletherapy services
- The Detroit Police and/or Child Protective Services may be contacted for immediate support, determined by school administration

The district has a reporting protocol for school staff to evaluate physical and mental health status.

- In order to ensure that staff are safe both physically and mentally, they will be screened. A COVID-19 Questionnaire (completed in a google form) will be used to log answers for staff physical health each day before coming to work. Mental health screenings will take place routinely through a survey included in the district newsletter.
- Students will have daily health screenings before getting on the bus or when arriving at school if they do not ride a bus. Teachers will use a system for daily monitoring of



student mental health.

The district has activated a communication channel for school stakeholders to address mental health concerns resulting from COVID-19. Families will be advised to contact their student(s) teacher and/or paraprofessional to alert staff to mental health concerns of any student within the district. Families can contact staff through google classroom, email, REMIND, WhatsApp, and/or using the teacher's facebook page.

Professional Development

A comprehensive professional development plan is available in the Instruction section of this Preparedness and Response Plan.

Professional learning topics for school staff will include social-emotional learning, trauma-informed care, identification of students at risk and proper referral protocols, self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma. Additionally, there will be a particular focus on diversity, equity and inclusion including topics related to implicit bias, [culturally responsive teaching](#), transformative and multicultural pedagogy, and critical consciousness development.

Resources To Support The School Community

Escuela Avancemos will curate and regularly update comprehensive lists of wellness resources available to our school community that can be provided in conjunction with screening activities, and that reference school and community wellness resources. These will be placed on our website and within a google drive folder so that everyone has quick and easy access to them.

The wellness folder will compile resources that include:

- Economic and financial support available for families
- Local medical centers and supports including available FQHC
- Affordable, local child care centers
- Community agencies
- Mental health services/teletherapy
- Housing support
- Technology resources such as Internet Essentials
- Local food distribution sites
- COVID-19 updates and resources
- SEL/mental health resources
- Self-care strategies

We will maintain an internal wellness resource folder available to our staff. Our SEL leadership team will curate content to support the social and emotional well-being of our staff. Escuela Avancemos will adopt a resource bank similar to [Oakland Schools](#) and disseminate to school



staff by early September 2020.

The Student Support Specialist and team will be responsible for updating family and staff wellness resources and supports as they become available through MDE, our ISD, and our local Southwest Detroit Community.

We will provide regular communication to our school community and parents, *via* a variety of channels: district website, social media channels, and family phone calls. It is important that we provide information about the return to school transition that destigmatizes 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

Governance

EA Academy has created a district Return to Instruction and Learning working group. This team is led by the Instructional Lead and Executive Director, who work with the MTSS Coordinator and Lead Teacher directly, with feedback provided by several other teachers and the Student Support Specialist.

The Executive Director coordinated with Main Office staff to call every family to gain insight and feedback on Spring 2020's distance learning plans and outcomes. The Instructional Lead in partnership with the Lead Teacher created a staff survey for the same purpose. The common needs as identified from these surveys are listed below:

Parent feedback:

- Parent education on using technology
- Streamlined approach on how teachers/staff connect with families
- Longer sessions
- 1:1 or small group sessions/office hours to connect with student
- Parent sessions/cheat sheet on what is being covered that week (to help their students)
- Staggering class times among teachers (students had to connect at the same time)

Staff Feedback

- Parent education
- Training on supplementary tools available with Google Classroom



- Materials for teachers (document camera, manipulatives) and students (whiteboards, manipulatives)
- Student and parent engagement: multi-communication approach

The final Preparedness Plan will be posted on our academy website, and related sections will be included as a supplement to the student and staff handbooks. In the Welcome Back Meeting for staff in August, administration will cover the supplemental information in detail and answer questions related to the plan to ensure clarity of expectations and execution. Building administration and teachers will engage students and families in a full review of the supplemental information related to the Preparedness Plan to ensure students are well versed in remote learning schedules, expectations, and curriculum.

Instruction - Before School Starts

Vision:

Our Instructional Work Plan is centered on our mission statement – *to prepare, educate, and inspire every child, every day to become lifelong learners and leaders in a 21st century world.* Our priorities remain:

- **Safety and well-being of students and staff:** As a system, we will continue to prioritize strategies that provide a sense of safety for all stakeholders, promote trusting relationships, help to build social-emotional skills with students, and offer individualized support for students with intensive needs.
- **Rigorous, high-quality instruction for all:** As a system, we will find ways to empower students to connect learning to their world through innovative instructional design and assessment. Teachers and staff will have the opportunity to prepare for and deliver high-quality instruction in a new delivery model.
- **Equity and Access:** Teachers and administration will work to provide consistency during an uncertain time and ensure all students and families receive what they need in order to meet the first two priorities.

Escuela Avancemos Academy shall employ the following alternative modes of instruction: virtual instruction; online learning; videos; telephone communications; and instructional packets. The academy recognizes that significant technology gaps exist in its serviced population, where approximately only 50--60% of families have the necessary technology and internet connections to be able to fully engage in virtual learning scenarios. Escuela Avancemos Academy will work



to narrow the aforementioned gap--as later discussed in this Plan--other listed modes of instruction are provided in order to allow all students to have reasonable access to instruction. **In cases where a student--due to inability to access necessary technology--is unable to participate in virtual instruction or online learning, bi-weekly learning packets will be provided for pick-up at the school, or through arranged delivery in certain circumstances.**

Our commitment to ALL students remains clear. For the 2020-21 school year:

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

Clear expectations have been set around high quality remote instruction that include:

- Best practices for remote learning
- Grade-level proficiencies
- Modes of student assessment and feedback
- Differentiated support for students
- The inclusion of social-emotional learning
- Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.

These expectations will be supported by a robust professional learning plan.

During Phases 1-3 of the MI Safe Start Plan, Escuela Avancemos will offer *only* virtual instruction for all students and staff.

Standards-Aligned Curriculum and High Quality Instructional Materials:



Our current curricular resources are accessible digitally for students and staff. Additional digital resources are being utilized to enhance student engagement and the formative assessment process. Our teachers have a strong command of curricular resources and have received professional development on the district-adopted curriculum. Focus and professional learning has shifted to following standards-aligned resources, with a special emphasis on prioritized or focus standards to accelerate learning based on pre-assessment of student skills and knowledge. We are using Google Classroom as our Learning Management System (LMS) for all students in grades K-7.

	K-2	3-5	6-7
ELA	SFA Member Center	SFA Member Center Reading A-Z	Member Center Ebooks Reading A-Z
Math	Embarc Zearn Khan Academy	Embarc Zearn Khan Academy	Embarc Khan Academy IXL
Science	Amplify	Amplify	Amplify
Social Studies	Atlas Rubicon 1x weekly post from National Geographic or other reliable source related to the	Atlas Rubicon 1x weekly post from National Geographic or other reliable source related to	Atlas Rubicon NewsELA



	content	the content	
SEL	GAT	GAT	CASEL
RTI	1:1/Small group sessions via Zoom		
Specials	Students will attend Specials classes via Zoom at designated times for each class period		
Attendance	Powerschool		
Communication	<p>Instruction:</p> <ul style="list-style-type: none"> - Google Classroom/website <p>Parent/Student:</p> <ul style="list-style-type: none"> - Remind - Teacher Facebook <p>Google Voice</p>		

Resources that support planning around prioritized curriculum:

- [Oakland Schools Curriculum, Instruction and Assessment Toolkits For COVID-19 Reopening](#) (ELA, Math, Science, Social Studies, World Language, Fine Arts, and Health)
 - [Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math](#)



- [High-quality digital resources from MDE](#)
- [Achieve the Core ELA/Literacy and Math Priority Instructional Content Shared 7-14-2020 by MDE](#)
- [Michigan Assessment Consortium Reporting/Grading Guidance](#)
- [HighScope Key Developmental Indicators](#)
- [Early Childhood Standards of Quality](#)

High Quality Instructional Methods and Intervention Programs:

Rigorous, high quality instruction for all and student engagement are top priorities for our instructional vision - whether our learning environment is face-to-face, hybrid, or remote. Our mission statement – *to prepare, educate, and inspire lifelong leaders and learners in a 21st century world* - supports a strong differentiation practice in our classrooms. Our Academic Professional Learning Community (PLC) structure will provide opportunities for teachers to examine student work and make meaningful instructional decisions in a collaborative, systemic way.

We will continue to use the Tier 2 and 3 intervention strategies we have in place for literacy and math in grades K-7. We recognize that additional support may be necessary for students as we determine their needs in the first weeks of school. Our academic PLCs will keep a close eye on student needs and communicate needed intervention support to the MTSS Coordinator and Instructional Leadership Team.

Resources that support instruction and intervention planning:

- [Best Practices for Remote Teaching](#)
- [Student Intervention Toolkit](#)
- [Resources For Supporting Students With Disabilities](#)
- [Oakland County K-12 ESL Resources: Community, communication, health & education resources for Multilingual families](#)
- [PLC Data Protocol, PLC Data Dialogue #1, PLC Data Dialogue #2, Using a simple clipboard to track student learning](#)



- [10 Effective DAP Teaching Strategies | NAEYC](#)

Meaningful Assessment Methods:

Our district assessment plan provides K-7 teachers and students the ability to identify gaps in student learning and target individual student needs on an ongoing basis. Our emphasis on formative assessment fuels our academic PLC structure with many examples of student work to consider as teachers work together to plan next steps in instruction. We will also be using iReady as a diagnostic and continual formative/summative assessments across subject areas.

Resources to support meaningful assessment practices:

- [What do we mean by formative assessment?](#)
- [Transcend Playbook p 72-74](#)
- [Preschool Assessment: A Guide to Developing a Balanced Approach](#)

Integration of Social-Emotional Learning:

Supporting the social-emotional learning needs of students is necessary for academic success. As a staff we place a heavy emphasis on the well-being of students and staff to enable them to meet the significant challenges created by the pandemic and school closures. This includes weekly 1:1/small group virtual student check-ins by the classroom teacher as well as having counseling services available for all students.

Resources to support integration of SEL:

- [MAISA Continuity of Learning Task Force Guidance](#), page 24

Special Education:

Escuela Avancemos will continue to implement student's IEP, IFSP and 504 plans in good faith and to the extent that it is safe, practicable, reasonable given the circumstances and within applicable state and federal guidance and restrictions during the public health emergency. Continuity of Learning plans were developed for individual students in Spring 2020. At the start of the school year, the IEP team in collaboration with parents will review and modify the continuity of the learning plan for individual students, as necessary to ensure reasonable and safe implementation.



Escuela Avancemos will use [guidance](#) provided by MDE's office of Special Education to inform the process and documentation when determining individualized need for recovery services. We will continue to work with MDE to implement requirements related to compensatory education as information becomes available.

English Language Learners

Escuela services a high percentage of English Language Learners each year. Special considerations around bilingual support and EL best practices in the virtual classroom will be made a focal point in coaching and professional development, ensuring equitable access for all learners.

Educational Development Plan

Under Executive Order 2020-56, schools are still able to participate in virtual learning. This order is currently set to expire on September 30th, 2020. In order to allow our students to continue participating in virtual learning options, we will be creating an Educational Development Plan (EDP) for each student which will begin by Count Day, unless further guidance from the state is developed.

Grade 7: Students in grades 7 and above already have an EDP as required by Michigan Merit Curriculum.

Grades K-6 EDP will include the following items:

- The pupil's preferred learning style.
- The pupil's interests.
- Areas of academic development.
- Areas of personal/social development.
- A timeline and measures for the development of the above items.
- Postsecondary and career goals as applicable.

An EDP is a living document that each student develops with the school district. The document may not contain all components listed above, depending on the age of the pupil and the time of



the school year. The district shall maintain a copy of the plan on file and shall provide the plan to the pupil membership auditor on request.

Schedules and Routines:

Daily Schedule

- The instructional day will continue to be from 8:40am-3:40pm Monday-Friday. All students will receive asynchronous learning through posted videos and assignments in Google Classroom on Fridays. Students will also have access to small group/1:1 support via Zoom and additional supports through bilingual paraprofessionals.

Full Time Online Instruction

- Students will participate in 3-4 hours of teacher-directed/synchronous lessons Monday-Thursday (dependent on grade level), with independent/asynchronous lessons and additional small group/1:1 support on Fridays.

Scheduling Resources:

- [Scheduling the COVID-19 School Year - Edweek.org](#)
- [Schedule Outlines](#)
- [Advisory Structures](#)
- [Scheduling Structures Table](#)
- [LARA Guidelines for Safe Child Care Operations](#)



Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday*	
8:30-9:00 GAT - LIVE	8:20-8:45 Planning	8:20-8:45 Planning	8:20-8:45 Planning	8:30-9:00 GAT - LIVE	*students participate in asynchronous learning
	8:45-9:00 Morning Meeting - LIVE	8:45-9:00 Morning Meeting - LIVE	8:45-9:00 Morning Meeting		
9:05-10:05 SFA - LIVE	9:05-10:05 SFA - LIVE	9:05-10:05 SFA - LIVE	9:05-10:05 SFA - LIVE	9:00-9:30 RTI/Small Group Time	
10:10-10:40 RTI/Small Group Time	10:10-10:40 RTI/Small Group Time	10:10-10:40 RTI/Small Group Time	10:10-10:40 RTI/Small Group Time	9:30-10:00 RTI/Small Group Time	
10:40-10:50 Brain Break				10:00-10:30 RTI/Small Group Time	
10:50-11:50 Eureka - LIVE	10:50-11:50 Eureka	10:50-11:50 Eureka	10:50-11:50 Eureka	10:30-11:50 Office Hours*	*Meet with parents
11:50-12:30 Lunch/Recess					
12:30-1:30 Science - LIVE	12:30-1:30 Social Studies	12:30-1:30 Science	12:30-1:30 Social Studies	12:30-3:45 GLP	
1:35-2:05 RTI/Small Group Time	1:35-2:05 RTI/Small Group Time	1:35-2:05 RTI/Small Group Time	1:35-2:05 RTI/Small Group Time		
2:05-2:15 Brain Break					
2:15-3:15 Special*s	2:15-3:15 Specials*	2:15-3:15 Specials*	2:15-3:15 Specials*		*planning/coaching sessions
3:15-3:45 Planning	3:15-3:45 Planning	3:15-3:45 Planning	3:15-3:45 Planning		
		*Early Release 2x per month - PD/GLP	3:45-5:00 PLC/All Staff Meetings		

Instruction - After School Starts

Ensuring Learning:

Once school starts, we will ensure learning for all students through our Academic Professional Learning Community (PLC) structure. These meetings, which take place biweekly, will provide teacher teams with the time to ensure that every student:



- Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning
- Is assessed to determine student readiness to engage in grade-level content
- Is offered scaffolds and supports to meet their diverse academic and social-emotional needs

At these meetings, student work from formative assessments will be reviewed to plan next steps in the learning for each student. Overall data trends will be identified so that systemic supports and interventions can be planned. Ongoing early release day professional learning about formative assessment use in remote environments will support this work as we move through the year.

Every two weeks, the instructional leadership team will meet with each PLC to review pacing and monitoring of student progress. For students needing additional support, teachers will communicate progress and targeted plans to families (in home language) every two weeks.

Educators are reminded to consult with the recent guidance released by the Michigan Department of Education Office of Special Education below:

Guidance to Address Forgone Learning for Students with IEPs as a Result of the COVID-19 Pandemic - https://www.michigan.gov/documents/mde/RecoveryServices_695362_7.pdf

Comparison of Compensatory Education and Recovery Services Due to COVID-19 - https://www.michigan.gov/documents/mde/RecoveryServices_Side-by-Side_694537_7.pdf

Resources that support ensuring learning:

- [Collaborative Inquiry Toolkit](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit For COVID-19 Reopening](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math](#)
- [Student Intervention Toolkit](#)
- [Assessment Guidance Planning Document](#)



- [Sample Intervention Inventory](#)
- [Strategies that Support Learning Table](#)
- The New Teacher Project (TNTP) published [The Learning Acceleration Guide](#)

Full Remote Learning Environment:

To ensure preparedness for an all-district remote learning context, we will:

- Secure online tools and materials that will provide standards-aligned learning that is customizable to student needs.
- The ideas in [this article](#) will support instructional decisions for remote learning.
- Use the following remote learning guidance based on grade level.
 - [Elementary School Considerations \(PK--5th Grade\)](#)
 - [Middle School Considerations \(6-8th Grade\)](#)
- Prepare communication assets for key audiences (students, teachers, parents) that clarify new protocols and resources, share evidence of student learning, and ensure that all stakeholders receive status updates.

When in remote learning modes we will:

- Confirm that devices distributed to all students during the first week of school are functional.
- Activate our connectivity plan to ensure that all students and families have adequate connectivity to successfully engage in and complete schoolwork through regular attendance and progress monitoring.
- Monitor online attendance through Powerschool. Grade-level appropriate tools will be developed for students to reflect on the quality of their work, teacher feedback, and learning progress.

Resources that support shifting to a remote learning environment:



- [Best Practices for Remote Teaching](#)

Communications and Family Supports

Communication Systems:

Based upon community feedback during Spring of 2020, we identified that multiple modes of communication (both one-way and two-way) enabled us to most effectively communicate with our families and students. We used and will continue to use multiple modes including our district website and social media sites, Remind, email, phone calls and text messaging. As we move forward, we will implement the following communication protocols:

- Maintain timely, accurate, and clear two-way communication with families regarding student’s academic and social-emotional functioning and school and classroom information.
- Clearly communicate all plans and expectations for your child’s return to school including modes of assessment, details about curriculum and expectations for grade-level proficiencies.
- Ensure all communications are in both English and the home language of our students. We will use a variety of resources and tools.
 - See the [Translation Resources section on the MDE webpage](#)
 - [Oakland County K-12 ESL Resources: Community, communication, health & education resources for Multilingual families](#)
- Ensure our teachers know and understand the school communication plan
- Ensure our teachers use the district’s remote learning platform(s) effectively and parents have access to the information
 - Teachers will work with Grade Level Teams 2x weekly during virtual “office hours” to host a chat and coffee session with parents to review the week’s learning and check in on families.
- Communicate in a timely manner when it becomes necessary to modify our modes of instruction



- Obtain parent/guardian consent upon request for enrollment in a virtual course(s) prior to the start of virtual learning coursework.

Family Partnerships:

As a community school, EA Academy truly values our parents as essential partners in the educational process. Our families and students have experienced many unforeseen challenges and new experiences during the past few months. We expect that we will all continue to face new experiences in the fall and are committed to supporting our students and families. We plan to provide:

- Parent “101” sessions on the best way to access and use our digital resources
- Supports and resources for our families to use at home including specific strategies for supporting their child’s learning at home
- Opportunities for parents to build their digital literacy
- Zoom Q&A sessions where parents can interact with teachers to ask questions
- Virtual Leadership roundtable sessions where parents can engage in informal conversation with school leaders

Professional Learning

Our Professional Learning Work Plan is centered on our mission statement – *to prepare, educate, and inspire lifelong leaders and learners in a 21st century world*. Our professional learning priorities remain:

- **Safety and well-being of students and staff**
- **Rigorous, high-quality instruction for all**
- **Equity and Access**

Professional Learning Structures:

Academic Professional Learning Communities (PLCs):



The primary purpose of this work is to ensure learning through Multi-Tiered Systems of Support (MTSS) where teachers collaborate around the following questions:

- *What do we want our students to learn?*
- *How will we know if they have learned it?*
- *What will we do if they haven't learned it yet?*
- *What will we do if they already know it?*

To answer these questions, these teacher-led groups will engage in:

- Intentional curriculum planning and documentation to ensure stability of instruction.
- Identifying students who did not engage in remote learning and develop a plan to provide additional supports, if needed.
- Identifying students who potentially need support – and plan supports for them.
- Monitoring student work and progress throughout the year and planning next steps in the learning for students.

Resources that support this work:

- [Collaborative Inquiry Toolkit](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit For COVID-19 Reopening](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math](#)
- [Assessment Guidance Planning Document](#)
- [Formative Assessments in Distant Learning framework](#)
- [Formative Assessment Tips for Remote Learning webinars](#)
- [Grading for Learning: Guidelines for Creating Student Success](#)
- [MSU Reframing Assessments as Tools for Student Support](#)



Time:

Some professional learning will be offered asynchronously and some will be synchronous. The following times will be reserved for synchronous professional learning:

- Week of August 17-21, 2020
- Daily common planning time – 2x/week will be used for PLC meetings
- Early release days – Every other Wednesday, instruction will end 2 hours early for teacher professional learning.
- School staff meetings - every other week on Thursday

Professional Learning Topics:

- **Well-Being:** Social-emotional learning, trauma-informed best practices, identification of students at risk and proper referral protocols, self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma
- **Equity:** Restorative supports for educators and learning around equity, implicit bias, and culturally responsive education
- **Remote Teaching and Learning:**
 - Use and effectiveness of digital tools and resources that support remote learning
 - Design and development of remote learning experiences that are equitable and engaging - and are aligned to our deep learning strategic plan priority
 - Best practices around the SIOP model and teaching English Language Learners in a virtual setting
- **Safety protocols:** PPE, hygiene, social distancing, movement, screening, responding to symptoms, cleaning, medically vulnerable students

Resources that Support Professional Learning in these Topics:

Well-Being Resources



- COVID-19: [Talking to Children about COVID-19](#), [Helping Children Cope during COVID-19](#), [Educator's Guide to Supporting the Social Emotional Needs of Students: COVID-19 Information](#)
- Trauma: see pages 24 to 28 in [Guidelines for Reopening Schools: An Opportunity to Transform Public Education](#) and [Tips for Survivors of Disaster or Other Traumatic Event, How Trauma Effects Kids in School](#)
- [Social Emotional Learning](#), [Mindfulness for Children](#)

Equity Resources

- Equity and implicit bias: [Talking to Children About Racism](#), [Changing Minds to Address Poverty in the Classroom](#)

Remote Learning Resources

- [Best Practices for Remote Teaching](#) provides six strategies for working remotely with students
- [Best Practices for Remote Learning in the Content Areas](#), [\(PBIS\) Teaching Matrix for Remote Instruction](#) This provides concrete strategies in a concise rubric that help foster a positive classroom culture in a remote learning context
- [National Institute for Excellence in Teaching \(NIET\) Rubric for Virtual Learning](#) is an extensive and detailed rubric that describes ways that strong teaching practice translates to the remote learning environment
- [Learning at a Distance Matrix](#)
- [Flipped Learning Conference](#)

Other Resources

- [Asynchronous Professional Learning Modules](#)
- [Michigan Virtual Remote Learning Training for Teachers](#)
- [Edupaths Professional Development for Educators](#)



Phase 1, 2, or 3 Operations

Facilities

- Operations staff will meet to review all guidance related to cleaning and disinfecting of the building.
- An inventory related to all cleaning supplies that are in compliance with the EPA-approved disinfectant will be taken and orders will be made to address increased cleaning protocols.
- A cleaning and disinfecting plan will be developed, implemented and monitored/ revised per CDC guidelines. The plan will include 1) areas to be cleaned, 2) how will area be disinfected and 3) the resources/equipment to complete required cleaning.
- Routine cleaning and maintenance of the building will be completed regularly in preparation for a return to in-person learning.
- Custodial staff are required to wear a surgical mask when cleaning.
- Custodial staff schedules will include daily cleaning when staff are present in the building. High frequency usage areas will be wiped down at 8am, 11am and 3pm. Staff will note the time and date and initials on a chart that is kept daily
- Training on cleaning materials and protocols will be provided to custodial staff prior to the first day of school.
- Escuela Avancemos Academy stands ready to mobilize disaster relief child care centers by opening classrooms and/or food distribution sites when called upon for support, if necessary. We are aware of the coordinated efforts of Wayne RESA and are in contact regularly regarding the needs.
- Escuela Avancemos will coordinate with Wayne RESA and our LEMP to procure necessary PPE, cleaning, and disinfection supplies. Our ISD has

Budget, Food Service, Enrollment and Staffing

- Through the Spring, the academy had great success redeploying instructional staff to assist teachers with translation and providing individualized and small group support for students. A similar system will be used in SY 20-21:
 - Staff including paraprofessionals and teacher aides will be redeployed to assist teachers during family contact through translation supports and small group/individualized supports. Additionally, our non-professional staff will make follow-up calls to families on an as needed basis. The content of these calls can include information related to instructional support, technology help, wellness checks, food distribution information, completion of parent feedback surveys, and school-wide updates as they are made.
- As a CEP-qualified district, 100% of our students qualify for free lunch. During the public health crisis, all students are eligible for food distribution. Our current distribution plan includes offering Escuela Avancemos students five days of breakfast and lunch meals to Escuela Avancemos students. In partnership with our food vendor KEYS Grace



Academy, we will continue to host food distribution on site at least once a week. Steps will be taken to ensure social distancing and protect district staff and families.

- Families will be notified using the school facebook page, the Remind app, teacher communication, and phone calls of all “distribution days” scheduled at the Academy including weekly food distribution, school-wide device distribution, academic packet/material pick-up and any other school wide distribution events. As weather permits, distribution will be hosted outside while maintaining social distancing.
- The academy will contract with a bus vendor to facilitate food distribution and academic packet/material delivery to student homes at least bi-weekly. Steps will be taken to ensure social distancing and protect district staff and families.
- The school day will be 8:40-3:40 pm in a remote setting and will include a combination of synchronous and asynchronous learning. Attendance will be stored in our SIS system - the Academy will strive for 100% student participation in scheduled learning and completion of work. Please refer to the instruction section in this plan for more details on attendance and time on schooling expectations.
- Escuela Avancemos will work with MDE to understand flexibility with hiring and develop a plan to govern hiring a remote environment

Technology

Escuela Avancemos conducted an initial survey in Spring 2020 to collect baseline data on the numbers, types, and conditions of devices accessible to our students at home. 50-60% of our families indicated that they had access to a reliable device and Wi-Fi connectivity to participate in virtual learning.

Based on survey results and overall parent feedback, Escuela Avancemos, with the support of community partners such as the Detroit Children’s Fund, have made purchases to provide each teacher and student enrolled in the academy a loaned Chromebook to support both remote learning. Escuela Avancemos had great success supporting individual families as they navigated the application for programs such as Internet Essentials. This will continue to be the first approach to connecting families with internet connectivity. The Academy has a limited inventory of hotspots that will be provided to families in a full virtual setting who may be ineligible for these internet programs. A Google Form survey will be sent to all families in August 2020 to assess internet connectivity. Families that do not respond by August 17th will be called directly to complete the questions verbally.

Devices that were sent home during Spring 2020 to support Continuation of Learning Plans have been collected by the Escuela Avancemos. These have been stored for the past month. All devices have been cleaned and disinfected according to [CDC Guidelines](#). Each device has been inspected for hardware repair needs (i.e. missing or loose keys, screen cracks, other atypical wear



and tear, battery/charging concerns, etc.). Finally, the device will be restored to the academy's standard image and re-enrolled (if necessary) into the Mobile Device Management system and assigned to the appropriate Organizational Unit (School, Cart, Classroom, etc.)

A technology plan will be developed and distributed among school staff to support tech distribution and set-up, establish a process to address technology issues/concerns, and outlines professional development opportunities for instructional staff to build capacity related to technology and high-quality virtual teaching.

Devices have been ordered to provide 1:1 technology for all students enrolled at Escuela Avancemos. As devices arrive, school purchased devices are logged in our central inventory by Model, Serial Number, and Purchase Date. Assignment/Location is tracked through the district's Mobile Device Management Systems appropriate to the device (i.e. Chromebooks through Google Admin). When a device is removed from service, that is logged on the inventory with the date and reason.

The Academy will be prepared to quickly disseminate technology to all students should the region revert back to phase 3. Technology distribution days will be scheduled within 2-3 days of the state announcement during the school year. Families transitioning from in-person to remote will be contacted to schedule an appointment for technology pick-up. All parents picking up a computer will receive a brief technology tutorial facilitated by our Parent Liaison. This tutorial will include basic knowledge of how to log their child in, accessing google applications such as email, classroom, drive and basic troubleshooting techniques.

All support requests related to devices or technology use should be submitted through the academy's help desk system [email techsupport@theEAacademy.org]. The Instructional Leader will be the key point of contact and will monitor the help desk to filter incoming questions and coordinate appropriate supports and troubleshooting. To supplement the academy's technology team, school support staff (paraprofessionals, teacher aides, parent liaison) will receive extensive training on device set-up, troubleshooting and chrome management to act as the first line of support before elevating to help desk support. A collection of how-to videos related to technology support will be developed in English and Spanish and stored in a google library for school staff and families to access as issues arise.

Within the first week in remote learning, teachers will communicate the technology plan with parents and students.

To support families and their students during remote learning, the academy has established the following avenues to access help desk services:

- Check the resources related to our academy's current technology solution available on the school website and the academy's facebook page.
- Contact their student's grade-level teacher and/or support staff for individualized troubleshooting support.



- If the issue cannot be resolved at this level, the teacher/staff will be responsible for submitting a help desk ticket on behalf of the family.

When Help Desk tickets are received, the academy's technology team will work collaboratively to resolve technology related issues. Additionally, from time to time the academy may utilize outside resources from the ISD or other approved vendors for specialized or time critical tasks for which the expertise or staff availability don't exist within the tech team

When a staff or student issued device requires service, a time will be established for the person to bring the device to a designated location at school to exchange it for a replacement device. The device will be disinfected, diagnosed, and repaired or put out of service as deemed appropriate. The device will be returned to inventory for reassignment through this process.

We will communicate consistent procedures for return and inventory of school-owned devices. The procedures will include:

Safely bagging devices collected at schools;
[Sanitizing the devices](#) prior to a repair or replacement evaluation; and
Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.

When devices are to be returned, the academy will provide a supply of resealable bags for each student. Each bag will have the student's name marked on it (printed on labels from Student Information System), and the family will be instructed to place the device(s) inside the bag before collection.

All devices will be cleaned and disinfected according to [CDC Guidelines](#) as described in this guide from [Yale Environmental Health and Safety](#). Each device will be inspected for hardware repair needs (missing or loose keys, screen cracks, other atypical wear and tear, battery/charging concerns). Finally, the device will be restored to the district's standard image and re-enrolled (if necessary) into the Mobile Device Management system assigned to the appropriate Organizational Unit (School, Cart, Classroom, etc.)

All remote lessons will follow our established curriculum and be delivered through Google Classroom for the course. The lessons delivered through Google Classroom are available to the school's instructional leadership team to review for effectiveness, enhancement, and sharing. This also provides a historical record of content delivered remotely.

In an effort to protect student on-line safety and privacy, the academy has updated the chrome management system to allow student access to only school-approved websites and applications that have been vetted by the school administration team. In addition, families will be asked to sign a form during technology pick-up stating that parents are responsible for internet supervision while students have access to technology at home.



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

Phase 4 Safety Protocols

Face Coverings

- The expectations for the wearing of face coverings at all times except for meals and how to obtain clean face coverings will be included in all parent communications, student orientations, and staff orientations. (Aug. 17 - Aug. 30)
- Building, grounds, and transportation signage will be prominent throughout all school facilities and clearly identify who is required to wear face coverings in each designated area of the building, grounds, or bus. (Completed by Aug. 15)
- All students in K-7th grade must wear facial coverings in classrooms and hallways, except for students who cannot medically tolerate a facial covering.
- Disposable face coverings will be ordered and provided to every student and staff members on a daily basis, unless staff/students are using homemade masks (must be washed daily). These will be placed on busses and in the classrooms every evening by the custodial and transportation staff. (Delivery by Aug. 24)
- Individuals (staff or students) who claim medical exemption will need to meet with the Instructional Leader to provide rationale and documentation. (Begins Aug. 15 and continues throughout the school year)
- Exempted individuals will be recorded in a master database and issued a specialized badge that must be worn at all times indicating this exemption.
- Students who are capable of wearing a face covering and refuse to do so in an area where a face covering is required will be issued a face covering by a school official (teacher, paraprofessional, administrator, custodial, etc.) and asked to put the face covering on. The instance must be recorded on a discipline referral form and documented as a log entry in PowerSchool.
- Students showing patterns of non-compliance will be removed from the school building and placed into remote instruction until the student agrees to comply with this safety protocol. Parents will be notified of each instance of non-compliance by the administration. Continued removals from the school building will result in a meeting with parents to determine the best placement option for the student, based on student and community safety.
- Staff who are capable of wearing a face covering and refuse to do so will be addressed by the school administrator and could face progressive disciplinary measures up to and including termination.
- Visitors to the school building will be issued a disposable face covering upon signing in at the main office and will be instructed to wear the face covering at all times. Instances of non-compliance will result in the visitor being escorted from the building by the building administrator.



- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the Instructional Leader for review and decisive action.
- Escuela Avancemos does not have a PreK or childcare program.

Hygiene

- School entryways and classrooms in use will be supplied with a fixed or portable hand sanitizing (at least 60% alcohol) station.
- Supplies (paper towels, hand sanitizer, tissues, trash receptacles) will be checked daily and restocked in the classroom.
- Teachers will contact the office immediately if supplies run out during the school day.
- Each classroom will have a hygiene protocol with timelines that are posted and communicated via welcome-back parent letter. It will include
 - Hand-washing schedule every 2-3 hours
 - Room and materials cleaning schedule
- Teachers will teach students the following on the first day of school and reinforce weekly or more often as needed (this may be done via video)
 - proper handwashing on the first day of school and reinforce weekly or more often if needed
 - how to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash. Students will be required to wash hands immediately using proper hand washing techniques.
- Custodial staff will
 - Procure adequate soap, hand sanitizer, paper towels, tissues by August 18, November 20, February 20, and May 20
 - Post signage related to cleaning, hygiene, and social distancing strategies in each room, restroom, throughout the hallways by August 27
 - Monitor hygiene supplies and refill as needed three times daily
 - Procure hand sanitizing stations at school entrance and homeroom classrooms by August 24
- Sharing school supplies will be limited among staff and students. Students will have personal school supplies (i.e. writing utensils, crayons, etc.)
- Students personal items will be kept separate and in individually labeled lockers or hooks.
- A list of these supplies will be generated as appropriate for each grade level and will be communicated to families by posting to the school website and school facebook page.
- Staff will limit use of classroom manipulatives and text to small groups and disinfect between use. When possible, materials will be assigned to students for individual use.

Screening Students and Staff

- Escuela Avancemos will cooperate with the Detroit Public Health department to inform and update implementation protocols for screening staff and students.
- Each school building will identify a remote and secluded room, no smaller than 100



square feet to serve as an isolation area. This room will be outfitted with appropriate PPE including face shields, surgical masks, gloves, cleaning supplies, an internet-connected computer, and access to electronic log sheets.

- Each building will have an identified and trained staff person to serve as the “quarantine officer”. These duties will take precedence over any other responsibilities and therefore this individual must have the flexibility to leave their regular assignment at a moment’s notice.
- From the time of identification of potential infection, the student will not be left unattended by the quarantine officer and a log sheet of activity will be maintained at 5-minute intervals until the student or staff member is safely removed from the building.
- Parent communication will be made immediately with clear and concise directions on where and how to pick up the student and where to report for testing.
- A designated person (office staff) will contact the student/family each day after removal until test results are provided and verified or the student has completely recovered before the student can return to school.
- During the time of quarantine, the student will be asked to self-identify the location and individuals they came into contact with for the past 48 hours to the best of their recollection. Priority will be placed on those individuals that they were in contact with for a sustained 15 minutes or more.
- The health department will be contacted after parents have been contacted to assist in contact tracing and notification of vulnerable individuals.
- All school staff will be required to conduct a health safety self-assessment at home prior to coming to work and verifying through a Google form that they are safe to work. This will include taking their temperature and reporting this daily on the Google form. Staff reporting COVID -19 related symptoms will be required to stay home.
- Staff who are unable to work due to displaying COVID-19 symptoms will be required to report this to the school through the Google form and immediately notify the Instructional Leader. Main office staff will monitor this form daily and follow up with any symptomatic person to direct where, when, and how to get tested and to report those results back to the school as soon as available.
- Positive tests for staff members will result in a required quarantine away from school for 14 days and/or until they have tested negative.
- N95 masks will not be required for by Escuela Avancemos for students and staff

Testing Protocols for Students and Staff

- Students who develop a fever or become ill with COVID-19 symptoms at school will be immediately isolated in a pre-identified quarantine room and provided a surgical mask, if not already wearing one.
- Parents and/or emergency contacts will be contacted immediately by main office staff to pick up their student for off-site testing. The main office staff will provide the parent with a list of local testing sites, providing testing services at no or limited cost. If the student is



exhibiting life-threatening symptoms, the quarantine officer will contact 911 immediately to request medical support.

- The health department will be contacted after parents have been contacted or immediately after notified by a staff member to assist in contact tracing and notification of vulnerable individuals.
- Staff who develop a fever or become ill with COVID-19 symptoms at school must immediately notify their supervisor and depart the school building for off-site testing.
- Symptomatic students and staff will be kept home from school until they have tested negative for COVID-19 or have been released from quarantine based on the most current local health department and CDC guidelines.

Responding to Positive Tests Among Staff and Students

- The academy will cooperate with the public health department if a confirmed case of COVID-19 is identified and will collect requested contact information for any close contacts of the affected individual from two days before they showed symptoms to the time they were last present at the school.
- Families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home while maintaining confidentiality per ADA laws and federal/state regulations.
- The academy will work closely with legal counsel to develop and distribute guidance on confidentiality laws and statutes that protect student and staff health information.
- Positive tests for staff members will result in a required quarantine away from school for 14 days and/or until they have tested negative.
- Cleaning staff will wear a surgical mask, gloves and face shield when performing deep cleaning of affected areas.
- Individual classrooms and smaller areas including the designated quarantine room will be closed for at least 12 hours before cleaning to minimize the risk of airborne particles.
- In the event of a positive test, the academy will work closely with the local health department and begin immediate efforts to contact close contacts
 - A class cohort including students, the teacher and other instructional staff who spent more than 15 minutes less than six feet in proximity near the affected individual will be required to transition to remote learning for 14 days.
 - Students on the bus less than a six foot distance for more than 15 minutes will be required to transition to remote learning for 14 days.
 - Siblings and/or students living in the same household with the affected student will be required to transition to remote learning for 14 days.
- Escuela Avancemos will follow State of MI /Detroit Health Department guidance that could include temporary building closures.

Spacing, Movement and Access



- School administrators and custodial staff will walk through each building by July 15 to assess the number of desks, tables to determine the capacity to maintain physical distance with existing student enrollment and furniture.
- School Administrators will determine what furniture or supplies can be removed from the building or what alternate furniture can be used to create greater physical distance.
- The current physical distance between students and staff in the building ranges from 3 to 6 feet after those accommodations. Individual desks will be prioritized in 1st-7th grade. In classrooms where cooperative tables are utilized, students will be spaced on opposite ends of the table.
- All desks will be arranged facing the same direction toward the front of the classroom
- Hallways, cafeteria, entry, and sidewalks will be marked in 6-foot increments by August 24.
- Signage will be posted throughout the building, in reception areas, and on restroom doors reminding students, staff, and guests of the physical distance requirement.
- Family members and other guests will be asked to wait outside of the building except for extenuating circumstances, as approved by the Instructional Leader.
- Visitors to the building will check in through the office. (Plexiglass barriers have been installed at the check-in kiosk.)
- Only essential visitors will be permitted limited access to interact with students, and only after reviewing and signing off on all safety expectations. Visitors will be required to sign out through the office to document time, purpose, and locations visited in the building.
- A group of students, or a cohort, will be assigned to a classroom for the majority of the day. Specials (art, Spanish) will be brought to classrooms to limit student movement across the building

Food Service

- All students will be served breakfast and lunch in their classrooms. Designated areas will be blocked off for outdoor eating, as weather permits.
- Food service staff will drop off bag/box lunches and disposable utensils, on a cart to the classroom 15 minutes prior to the designated lunch period.
- Lunch monitors will support the classrooms through the meal time supervising students.
- Staff will coordinate food collection and the clean-up process. All trash will be placed in the hallway for custodial staff.
- All cafeteria workers will wear masks, face shields and gloves when handling food items. They will wash their hands before and after all food service according to CDC guidance. Visual guidance will be posted in the kitchen and by every sink to encourage the correct procedure for hand washing.
- Food bags containing five days of breakfast and lunch will be available for distribution to all EA students once a week attending a full remote learning program

Gatherings and Extracurricular Activities



- At this time no indoor assemblies will be held at Escuela Avancemos.
- A schedule will be put together that allows two classrooms on the playground for recess at a time. Teachers will be asked to move around the playground separating students congregating in groups of more than 10. Face masks will be worn at all times on the playground unless the individual is medically unable. Students will use hand sanitizer before exiting and entering the building.
- All field trips are suspended
- All extracurricular activities will require facial covering. Events over 50 students will be temporarily discontinued and will be evaluated as we move to the next phase. All social distancing requirements will be in place, so events will be outside or in large ventilated areas.

Athletics

- All athletic programming will be suspended. Consideration for resuming athletics for the next available sports season (winter, spring) will be made.

Cleaning

- The ESP and building administrators will meet to review all guidance related to cleaning and disinfecting of buildings and to review the Building Operations the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap.
- An inventory related to all cleaning supplies that are in compliance with the EPA-approved disinfectant will be taken and orders will be made to address increased cleaning protocols.
- Cleaning stations will be identified around the building that hold materials for usage on the Academy's three floors.
- All classrooms will be provided spray bottles with EPA-approved disinfectant, paper towels, face shield and gloves in order to address new cleaning protocols. Staff must wear gloves, a mask and face shield when cleaning.
- Custodial staff will walk the building wiping all high frequency usage areas at 8:00 a.m., 11:00 a.m. 1:00 p.m, 3:00 p.m and following any evening activities in the building. Staff will note the time and date and initials on a chart that is kept daily.
- Classroom teachers will wipe down the students' desks every time students exit the room with EPA-approved disinfectant. Locked storage units for cleaning materials will be available for all staff as needed. All classrooms will have the appropriate EPA-approved disinfectant in their rooms.
- Playground equipment will be cleaned weekly.
- A training on cleaning materials and protocols will be provided to the staff through a virtual meeting the first week of school. This training will show the use of PPE when cleaning, protocols for the classroom and storage of cleaning materials.

Busing and Student Transportation

- Contact will be made with transportation companies that support Escuela Avancemos to



ensure they have received a copy of the criteria in the MI Safe Schools: Michigan's 2020 Return to School RoadMap.

- A meeting will be held with district and contracted transportation departments to review the criteria required for Phase 4 and discuss concerns or issues arising.
- Contracting companies will sign an assurance statement, verifying that they can and will comply with the items required i.e. cleaning and disinfecting vehicles before and after every transit route and professional development.
- Transportation contractors will ensure cleaning supplies in compliance with the CDC are utilized to clean busses between routes, including frequent areas of contact.
- Families will be contacted and encouraged to drop/pick up their student(s) to reduce the number of students on the bus.
- A transportation contract will be distributed to families to review and sign that include procedures related to:
 - The appropriate use of face covering for all students,
 - Use of hand sanitizers
 - Regulations that parents/guardians will be required to pick up their student(s) if a student falls ill while at the school.
- Mounted or portable hand sanitizer will be accessible at the entrance to each bus and students will be required to use hand sanitizer before entering the bus.
- Frequently touched surfaces in the school bus will be cleaned and disinfected before and after every bus route.
- Face masks will be available at the entrance of the bus in the event that a student does not come to the bus equipped with the necessary item.
- Communication documents will be developed to enable the drivers of the buses to know what the safety plans are for any specific students and who for medical reasons will not be wearing a face mask.
- An assigned adult bus aide, trained in student management techniques and implicit bias training, will be assigned to each bus run in addition to the driver. This bus aide will sit in the front of the bus facing the passengers to monitor behavior.
- Bus drivers, weather permitting (no precipitation, temperature above 55 degrees F), will keep windows open on the bus both en route and when stopped.
- On buses with specialized transportation and equipment needs, bus aides or drivers will wipe down the equipment before using the bus. This will be noted in the cleaning log.

Medically Vulnerable Students and Staff

- Identify all health care plans, IEPs, IFSPs, and 504 plans
- Knowledgeable staff (e.g., special education teachers, 504 coordinator) will review plans to identify those that require additional accommodations related to COVID-19. CDC will be consulted to determine exemptions to wearing face coverings for students with certain conditions. Plans will be updated as needed.
- Parents will be able to opt-in to remote learning if students are considered high risk
- Administration will disseminate a survey to staff to assess comfortability level based on



risk levels to determine staffing placement (remote vs. in-person).

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

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

Now, more than ever, we are striving to be intentional in our outreach to continue building relationships and investing in our student's social and emotional health. As educators, we are mindful of the trauma, insecurity, and loss many of our families and students may be experiencing due to the pandemic.

We used the [CASEL Reunite, Review, Thrive](#) document to guide and support our thinking.

Our district has established an SEL Leadership team. The Team has an established purpose, process, action plan and outcomes that will be described in this Preparedness and Response Plan for returning students to school. We are committed to doing all we can to help students feel safe and valued. To that end, we commit to the following:

Screening and Referral Process to Identify and Support the School Community

Escuela Avancemos will update our current comprehensive Emergency Operations Plan to include a wrap-around response plan in an unfortunate situation such as the loss of a school community member. The plan will be developed utilizing a trauma-informed framework and will leverage available internal and external/community-based resources, which can be activated efficiently to promptly address grief and loss among our students and staff.

Mental health screening in schools is a foundational element of a comprehensive approach to behavioral health prevention, early identification, and intervention. Early recognition and treatment of mental health challenges leads to better outcomes for students. Although Escuela Avancemos will not implement a mental health screening for all students by a trained mental health professional, we will utilize MTSS processes with the support of the SEL leadership team and morning meeting check-ins across grade levels to provide rapid targeted assistance and outside referral services to struggling students.

We believe that SEL should be an integrated component of our instructional and wellness



approach as supported by the [Yale Center for Emotional Intelligence](#). The SEL Leadership team including the Executive Director, Student Support Specialist, MTSS Coordinator, and PBIS lead will review the compiled data to inform and revise the Academy's SEL program and curriculum. Formative Assessments such as weekly check-in's (distributed as a google form) and anecdotal data from teachers conducting daily morning meetings will be monitored for continuous review and planning.

We have identified our Student Support Specialist(SSS) as the point person to centralize mental health referrals, communications to families/students, and public-facing wellness materials.

Prior to the start of the school year, we will establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate school staff and student support teams.

All staff will receive an in-depth training led by a social worker on how to identify and target at-risk behaviors within a tiered system. Teachers are the first line of contact for all students and as such, will be provided with a list of strategies/resources that they can immediately activate if students are disclosing negative internalizing feelings and/or exhibiting risky behavior. An escalation flowchart will be developed to outline behaviors that can be addressed through a tiered approach vs. behaviors that must immediately escalate to the Student Support Specialist.

A form will be created and distributed among school staff to complete when behaviors and/or negative feelings are to be rapidly referred to the Student Support Specialist. Parents will be encouraged to report any unusual behaviors to their student(s) teachers for immediate follow-up by the teacher and/or the academy's SEL team.

A tiered approach to SEL will include:

Tier 1:

- School staff will prioritize relationship-building, establishing expectations and developing a strong school culture during the first two weeks of school.
- Daily morning meetings conducted in a remote and in-person setting to include topics related to current world-wide events, self-care strategies, exploring diversity and equity-related issues.
- Temperature checks will be administered regularly (google form or verbally) to assess student well-being

Tier 2:

- 1:1 check-ins between teacher/mentor and student
- Teacher referral for student to meet with school social worker
- Coordinated referral for student to connect with local community health agencies and/or teletherapy services



- Participation in virtual small group SEL sessions

Tier 3:

- Immediate referral to the SSS and Administration
- SSS contacts student and parent to conduct a risk assessment
- If a student is in a remote learning setting, the school leadership, parent liaison and/or the SEL team will complete a wellness home check.
- Coordinated referral for student to connect with local community health agencies and/or teletherapy services
- The Detroit Police and/or Child Protective Services may be contacted for immediate support, determined by school administration

The district has a reporting protocol for school staff to evaluate physical and mental health status.

- In order to ensure that staff are safe both physically and mentally, they will be screened. A COVID-19 Questionnaire (completed in a google form) will be used to log answers for staff physical health each day before coming to work. Mental health screenings will take place routinely through a survey included in the district newsletter.
- Students will have daily health screenings before getting on the bus or when arriving at school if they do not ride a bus. Teachers will use a system for daily monitoring of student mental health

The district has activated a communication channel for school stakeholders to address mental health concerns resulting from COVID-19. Families will be advised to contact their student(s) teacher and/or paraprofessional to alert staff to mental health concerns of any student within the district. Families can contact staff through google classroom, email, REMIND, WhatsApp, and/or using the teacher's facebook page.

Professional Development

A comprehensive professional development plan is available in the Instruction section of this Preparedness and Response Plan.

Professional learning topics for school staff will include social-emotional learning, trauma-informed care, identification of students at risk and proper referral protocols, self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma. Additionally, there will be a particular focus on diversity, equity and inclusion including topics related to implicit bias, [culturally responsive teaching](#), transformative and multicultural pedagogy, and critical consciousness development.

Additionally, training will be provided to teachers with a particular focus on strategies to promote a positive classroom culture with and among students while teaching in a remote setting.



Resources to Support The School Community

Escuela Avancemos will curate and regularly update comprehensive lists of wellness resources available to our school community that can be provided in conjunction with screening activities, and that reference school and community wellness resources. These will be placed on our website and within a google drive folder so that everyone has quick and easy access to them.

The wellness folder will compile resources that include:

- Economic and financial support available for families
- Local medical centers and supports including available FQHC
- Affordable, local child care centers
- Community agencies
- Mental health services/teletherapy
- Housing support
- Technology resources such as Internet Essentials
- Local food distribution sites
- COVID-19 updates and resources
- SEL/mental health resources
- Self-care strategies

We will maintain an internal wellness resource folder available to our staff. Our SEL leadership team will curate content to support the social and emotional well-being of our staff. Escuela Avancemos will adopt a resource bank similar to [Oakland Schools](#) and disseminate to school staff by early September 2020.

The Student Support Specialist and team will be responsible for updating family and staff wellness resources and supports as they become available through MDE, our ISD, and our local Southwest Detroit Community.

We will provide regular communication to our school community and parents, *via* a variety of channels: district website, social media channels, and family phone calls. It is important that we provide information about the return to school transition that destigmatizes 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

Governance

EA Academy has created a district Return to Instruction and Learning working group. This team is led by the Instructional Lead and Executive Director, who work with the MTSS Coordinator and lead teacher directly, with feedback provided by several other teachers and the Student Support Specialist.

The Executive Director coordinated with Main Office staff to call every family to gain insight and feedback on Spring 2020's distance learning plans and outcomes. The Instructional Lead in partnership with the Lead Teacher created a staff survey for the same purpose. While surveying families, we noted that less than 10% of students plan to return for face-to-face learning. Similarly, about 20% of staff would prefer to return as well. As transportation and childcare will be a difficult barrier for our families, we are not developing a rotating schedule. We will ask staff and families to commit to at least one semester if they choose in person or online instruction, assuming the state continues in phase 4 or above for the school year.

The final Preparedness Plan will be posted on our academy website, and related sections will be included as a supplement to the student and staff handbooks. In the Welcome Back Meeting for staff in August, administration will cover the supplemental information in detail and answer questions related to the plan to ensure clarity of expectations and execution. Building administration and teachers will engage students and families in a full review of the supplemental information related to the Preparedness Plan to ensure students are well versed in remote and in person learning schedules, expectations, and curriculum.

Instruction - Before School Starts

Vision:

Our Instructional Work Plan is centered on our mission statement – *to prepare, educate, and inspire every child, every day to become lifelong learners and leaders in a 21st century world.* Our priorities remain:

- **Safety and well-being of students and staff:** As a system, we will continue to prioritize strategies that provide a sense of safety for all stakeholders, promote trusting relationships, help to build social-emotional skills with students, and offer individualized support for students with intensive needs.



- **Rigorous, high-quality instruction for all:** Finding ways to empower students to connect learning to their world through innovative instructional design and assessment is a priority. Teacher and staff will have the opportunity to prepare for and deliver high-quality instruction in a new delivery model.
- **Equity and Access:** Teachers and administration will work to provide consistency during an uncertain time and ensure all students and families receive what they need in order to meet the first two priorities.
- **Staff and Family choice:** Both school staff and families will have their choice of an in person or online learning environment. We will work to honor the safety and risk concerns of an in-person return for all of our stakeholders.

Because our context has changed since these priorities were developed, we will need to pivot some of our instructional strategies, but these guiding principles inform all of our work - whether our learning environment is remote, hybrid, or face-to-face.

Our commitment to ALL students remains clear. For the 2020-21 school year:

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

Clear expectations have been set around high quality remote and hybrid instruction that include:

- Best practices for blended or remote learning
- Grade-level proficiencies
- Modes of student assessment and feedback
- Differentiated support for students



- The inclusion of social-emotional learning
- Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.

These expectations will be supported by a robust professional learning plan.

During Phase 4 of the MI Safe Start Plan, Escuela Avancemos will offer the *option* of virtual or in-person instruction.

Standards-Aligned Curriculum and High Quality Instructional Materials:

Our current curricular resources are accessible digitally for students and staff. Additional digital resources are being utilized to enhance student engagement and the formative assessment process. Our teachers have a strong command of curricular resources and have received professional development on the district-adopted curriculum. Focus and professional learning has shifted to following standards-aligned resources, with a special emphasis on prioritized or focus standards to accelerate learning based on pre-assessment of student skills and knowledge. We are using Google Classroom as our Learning Management System (LMS) for all students in grades K-7.

	K-2	3-5	6-7
ELA	SFA Member Center	SFA Member Center Reading A-Z	Member Center Ebooks Reading A-Z
Math	Embarc Zearn Khan Academy	Embarc Zearn Khan Academy	Embarc Khan Academy IXL



Science	Amplify	Amplify	Amplifh
Social Studies	Atlas Rubicon 1x weekly post from National Geographic or other reliable source related to the content	Atlas Rubicon 1x weekly post from National Geographic or other reliable source related to the content	Atlas Rubicon NewsELA
SEL	GAT	GAT	CASEL
RTI	1:1/Small group sessions via Zoom		
Specials	Students will attend Specials classes via Zoom at designated times for each class period		
Attendance	Powerschool		
Communication	Instruction: - Google Classroom/website Parent/Student: - Remind		



	- Teacher Facebook Google Voice
--	--

High Quality Instructional Methods and Intervention Programs:

Rigorous, high quality instruction for all and student engagement are top priorities for our instructional vision - whether our learning environment is face-to-face, hybrid, or remote. Our mission statement – *to prepare, educate, and inspire lifelong leaders and learners in a 21st century world* - supports a strong differentiation practice in our classrooms. Our Academic Professional Learning Community (PLC) structure provides opportunities for teachers to examine student work and make meaningful instructional decisions in a collaborative, systemic way.

We will continue to use the Tier 2 and 3 intervention strategies we have in place for literacy and math in grades K-7. We recognize that additional support may be necessary for students as we determine their needs in the first weeks of school. Our academic PLCs will keep a close eye on student needs and communicate needed intervention support to our MTSS Coordinator and Instructional Leadership Team.

Meaningful Assessment Methods:

Our district assessment plan provides K-7 teachers and students the ability to identify gaps in student learning and target individual student needs on an ongoing basis. Our emphasis on formative assessment fuels our academic PLC structure with many examples of student work to consider as teachers work together to plan next steps in instruction. We will also be using iReady as a diagnostic and continual formative/summative assessments across subjects. The academy will fully comply with any state mandated assessments as they are scheduled and assigned.

Integration of Social-Emotional Learning:

Supporting the social-emotional learning needs of students is necessary for academic success. As a staff we place a heavy emphasis on the well-being of students and staff to enable them to meet the significant challenges created by the pandemic and school closures. This includes weekly



1:1/small group student check-ins by the classroom teacher (elementary) as well as having counseling services available for all students as needed.

Special Education:

Escuela Avancemos will consider the need for recovery services for individual students with an IEP, IFSP, and 504 plan due to the impact forgone learning may have had on this special population. When determining whether recovery services may be warranted for students with IEPs, the IEP team (special and general ed. staff, parents, students) will consider whether there has been a regression in skills and the extent to which the student failed to make adequate progress toward their IEP goals and general education curriculum.

The IEP will determine regression and need for recovery services by:

- Considering the individual student's progress compared to the progress of same grade peers during the interruption of instruction due to COVID-19 pandemic. In the event of the student's regression being at the same rate of the regression of all students, no further consideration for recovery services is warranted.
- Examining the individual student's progress on IEP goals from the last source of data before the interruption of instruction due to the COVID-19 pandemic and compare data to the student's current level of performance based on teacher feedback, formative assessments, and i-Ready data.

Escuela Avancemos will use [guidance](#) provided by MDE's office of Special Education to inform the process and documentation when determining individualized need for recovery services. We will continue to work with MDE to implement requirements related to compensatory education as information becomes available.

To the extent feasible and safe, students opted-in to remote learning will have the option to receive in-person special education services at a scheduled date and time. This may be conducted in a 1:1 or small group setting with the special education provider. If in-person services are not allowable and/or parents unable to bring their students, services will be provided through video conferencing platforms and/or phone calls.

English Language Learners

Escuela Avancemos services a high percentage of English Language Learners each year. Special considerations around bilingual supports and EL best practices in the virtual classroom will be



made a focal point in coaching and professional development, ensuring equitable access for all learners.

Educational Development Plan

Under Executive Order 2020-56, schools are still able to participate in virtual learning. This order is currently set to expire on September 30th, 2020. In order to allow our students to continue participating in virtual learning options, we will be creating an Educational Development Plan (EDP) for each student which will begin by Count Day, unless further guidance from the state is developed.

Grade 7: Students in grades 7 and above already have an EDP as required by Michigan Merit Curriculum.

Grades K-6 EDP will include the following items:

- The pupil's preferred learning style.
- The pupil's interests.
- Areas of academic development.
- Areas of personal/social development.
- A timeline and measures for the development of the above items.
- Postsecondary and career goals as applicable.

An EDP is a living document that each student develops with the school district. The document may not contain all components listed above, depending on the age of the pupil and the time of the school year. EA Academy shall maintain a copy of the plan on file and shall provide the plan to the pupil membership auditor on request.

Schedules and Routines:

Daily Schedule

- The instructional day will continue to be from 8:40am-3:40pm Monday-Friday. All students will receive asynchronous learning through posted videos and assignments in



Google Classroom on Fridays. Students will also have access to small group/1:1 support via Zoom and additional supports through bilingual paraprofessionals.

In Person Instruction with Social Distancing

- Those students choosing in person instruction will take the same classes as their online counterparts, but the lessons will take place in a socially distanced classroom.
- Asynchronous/independent learning will take place on Fridays, with opportunities for small group/1:1 support virtually by appointment.
 - Kindergarten students will come in small groups each Friday morning to have socially distanced in-person support.
- **Students will be cohorted in a class so as to reduce interaction with other students/classes.**
- **Lunch:** Students will eat lunch in the classrooms.
- **Recess:** Organize recess schedule so that each class remains separate from other classes and classroom teachers supervise recess for their class

Full Time Online Instruction

- This option is available to any staff/family with concerns about the potential for virus exposure with attendance at the school site. Students will participate in 3-4 hours of teacher-directed/synchronous lessons Monday-Thursday (dependent on grade level), with independent/asynchronous lessons and additional small group/1:1 support on Fridays (either in person or virtual).



Sample Schedule

Monday	Tuesday	Wednesday	Thursday	Friday*	
8:30-9:00 GAT - LIVE	8:20-8:45 Planning	8:20-8:45 Planning	8:20-8:45 Planning	8:30-9:00 GAT - LIVE	*students participate in asynchronous learning
	8:45-9:00 Morning Meeting - LIVE	8:45-9:00 Morning Meeting - LIVE	8:45-9:00 Morning Meeting		
9:05-10:05 SFA - LIVE	9:05-10:05 SFA - LIVE	9:05-10:05 SFA - LIVE	9:05-10:05 SFA - LIVE	9:00-9:30 RTI/Small Group Time	
10:10-10:40 RTI/Small Group Time	10:10-10:40 RTI/Small Group Time	10:10-10:40 RTI/Small Group Time	10:10-10:40 RTI/Small Group Time	9:30-10:00 RTI/Small Group Time	
10:40-10:50 Brain Break				10:00-10:30 RTI/Small Group Time	
10:50-11:50 Eureka - LIVE	10:50-11:50 Eureka	10:50-11:50 Eureka	10:50-11:50 Eureka	10:30-11:50 Office Hours*	*Meet with parents
11:50-12:30 Lunch/Recess					
12:30-1:30 Science - LIVE	12:30-1:30 Social Studies	12:30-1:30 Science	12:30-1:30 Social Studies	12:30-3:45 GLP	
1:35-2:05 RTI/Small Group Time	1:35-2:05 RTI/Small Group Time	1:35-2:05 RTI/Small Group Time	1:35-2:05 RTI/Small Group Time		
2:05-2:15 Brain Break					
2:15-3:15 Special*s	2:15-3:15 Specials*	2:15-3:15 Specials*	2:15-3:15 Specials*		*planning/coaching sessions
3:15-3:45 Planning	3:15-3:45 Planning	3:15-3:45 Planning	3:15-3:45 Planning		
		*Early Release 2x per month - PD/GLP	3:45-5:00 PLC/All Staff Meetings		

Instruction - After School Starts

Ensuring Learning:

Once school starts, we will ensure learning for all students through our Academic Professional Learning Community (PLC) structure. These meetings, which take place biweekly, will provide teacher teams with the time to ensure that every student:



- Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning
- Is assessed to determine student readiness to engage in grade-level content
- Is offered scaffolds and supports to meet their diverse academic and social-emotional needs

At these meetings, student work from formative assessments will be reviewed to plan next steps in the learning for each student. Overall data trends will be identified so that systemic supports and interventions can be planned. Ongoing early release day professional learning about formative assessment use in remote and hybrid environments will support this work as we move through the year.

Every two weeks, the instructional leadership team will meet with each PLC to review pacing and monitoring of student progress. These meetings will take place whether we are remote, hybrid, or face-to-face.

For students needing additional support, teachers will communicate progress and targeted plans to families (in home language) every two weeks.

When schools re-open for In-Person or Hybrid Instruction, school districts should continue revising students' IEPs, IFSPs, and 504 plans in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.

Shifting to a Full Remote Learning Environment:

To remain prepared for needed shifts to an all-district remote learning context, in case the region returns to Phases 1-3, we will:

- Secure online tools and materials that will provide standards-aligned learning that is customizable to student needs.
- Integrate remote learning tools into PLC meetings and in-school instruction so that teachers and students remain ready for a possible transition to full a remote context.
- Use the following remote learning guidance based on grade level.



- [Elementary School Considerations \(PK--5th Grade\)](#)
- [Middle School Considerations \(6-8th Grade\)](#)
- Prepare communication assets for key audiences (students, teachers, parents) that clarify new protocols and resources, share evidence of student learning, and ensure that all stakeholders receive status updates.

When in hybrid or remote learning modes we will:

- Confirm that devices distributed to all students during the first week of school (regardless of remote, hybrid, or face-to-face status) are functional.
- Activate our connectivity plan to ensure that all students and families have adequate connectivity to successfully engage in and complete schoolwork
- Monitor online attendance through Powerschool. Grade-level appropriate tools will be developed for students to reflect on the quality of their work, teacher feedback, and learning progress.

Communications and Family Supports

Communication Systems:

Based upon community feedback during Spring of 2020, we identified that multiple modes of communication (both one-way and two-way) enabled us to most effectively communicate with our families and students. We used and will continue to use multiple modes including our district website and social media sites, Remind, email, phone calls and text messaging. As we move forward, we will implement the following communication protocols:

- Maintain timely, accurate, and clear two-way communication with families regarding student's academic and social-emotional functioning and school and classroom information.
- Clearly communicate all plans and expectations for your child's return to school including modes of assessment, details about curriculum and expectations for grade-level proficiencies.
- Ensure all communications are in both English and the home language of our students. We will use a variety of resources and tools.



- Ensure our teachers know and understand the school communication plan
- Ensure our teachers use the district’s remote learning platform(s) effectively and parents have access to the information
- Communicate in a timely manner when it becomes necessary to modify our modes of instruction
- Obtain parent/guardian consent upon request for enrollment in a virtual course(s) prior to the start of virtual learning coursework.

Family Partnerships:

As a community school, EA Academy truly values our parents as essential partners in the educational process. Our families and students have experienced many unforeseen challenges and new experiences during the past few months. We expect that we will all continue to face new experiences in the fall and are committed to supporting our students and families. We plan to provide:

- Parent “101” sessions on the best way to access and use our digital resources
- Supports and resources for our families to use at home including specific strategies for supporting their child’s learning at home
- Opportunities for parents to build their digital literacy
- Zoom Q&A sessions where parents can interact with teachers to ask questions
- Virtual Leadership roundtable sessions where parents can engage in informal conversation with school leaders

Professional Learning

Our Professional Learning Work Plan is centered on our mission statement – *to prepare, educate, and inspire lifelong leaders and learners in a 21st century world*. Our professional learning priorities remain:

- **Safety and well-being of students and staff**
- **Rigorous, high-quality instruction for all**



- **Equity and Access**

Professional Learning Structures:

Academic Professional Learning Communities (PLCs):

The primary purpose of this work is to ensure learning through Multi-Tiered Systems of Support (MTSS) where teachers collaborate around the following questions:

- *What do we want our students to learn?*
- *How will we know if they have learned it?*
- *What will we do if they haven't learned it yet?*
- *What will we do if they already know it?*

To answer these questions, these teacher-led groups will engage in:

- Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed.
- Identifying students who did not engage in remote learning and develop a plan to provide additional supports, if needed.
- Identifying students who potentially need support – and plan supports for them.
- Monitoring student work and progress throughout the year and planning next steps in the learning for students.

Virtual when necessary:

We believe that the best professional learning happens when educators can be in a room together – and that part of the time is spent observing classrooms and students in action. For the 2020-21 school year, we will not participate in real time observations in classrooms – we will instead use video where appropriate. We will also be nimble and able to hold any session virtually – whether we are open or closed.

Time:



Some professional learning will be offered asynchronously and some will be synchronous. The following times will be reserved for synchronous professional learning:

- Week of August 17-21, 2020
- Daily common planning time – 2x/week will be used for PLC meetings
- Early release days – Every other Wednesday, students will be released 2 hours early for teacher professional learning.
- School staff meetings - every other week on Thursdays

Professional Learning Topics:

- **Well-Being:** Social-emotional learning, trauma-informed best practices, identification of students at risk and proper referral protocols, self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma
- **Equity:** Restorative supports for educators and learning around equity, implicit bias, and culturally responsive education
- **Remote/Hybrid Teaching and Learning:**
 - Use and effectiveness of digital tools and resources that support remote learning
 - Design and development of remote learning experiences that are equitable and engaging - and are aligned to our deep learning strategic plan priority
 - Best practices around the SIOP model and teaching English Language Learners in a virtual setting
- **Safety protocols:** PPE, hygiene, social distancing, movement, screening, responding to symptoms, cleaning, medically vulnerable student

Phase 4 Operations

Facilities

- Operations staff will meet to review all guidance related to cleaning and disinfecting of the building.



- An inventory related to all cleaning supplies that are in compliance with the EPA-approved disinfectant will be taken and orders will be made to address increased cleaning protocols.
- The facilities team will audit the school building for the following
 - Quantity of classrooms
 - Size of each classroom
 - Building and classrooms will be cleaned nightly based on CDC school decision tree on cleaning and disinfection protocols
 - additional spaces available
 - Ventilation
 - HVAC
 - ensuring air filters are changed regularly
 - Security protocols
 - hygiene signage about frequent handwashing, cough etiquette and nose blowing.
 - Ensure each classroom and office has a wastebasket, tissues and CDC-approved hand sanitizer. CDC approved soap will not be provided to each classroom but will be available and restocked in student and staff restrooms.
- Cleaning stations will be identified around the building that hold materials for usage on the Academy's three floors.
- The facilities team will
 - Procure adequate soap, hand sanitizer, paper towels, tissues by August 18, November 20, February 20, and May 20
 - Ensure custodial staff are monitoring hygiene supplies and refill as needed daily
 - Procure hand sanitizing stations at school entrance and occupied classrooms
 - Procure level-1 surgical mask for cleaning and janitorial staff
 - Procure surgical masks for K-7 teachers, low-income students and students with special needs. Face masks available will *not* have a transparent front.
- Custodial staff will walk the building wiping all high frequency usage areas at 8:00 a.m., 11:00 a.m. 1:00 p.m, 3:00 p.m and following any evening activities in the building. Staff will note the time and date and initials on a chart that is kept daily.
- A training on cleaning materials and protocols will be provided to the staff through a virtual meeting the first week of school. This training will show the use of PPE when cleaning, protocols for the classroom and storage of cleaning materials.
- Facilities will continue to be maintained and cleaned over the summer and during mandated school-closures.
- Escuela Avancemos does not currently employ security staff

Budget, Food Service, Enrollment and Staffing

- Staff members were surveyed through the summer to gauge staff readiness to return to school, including comfortability level returning for in-person instruction. Administration



has reviewed this initial survey and contacted individual teachers who rated low levels of comfortability to determine and monitor concerns (medical-related, safety, living with high-risk family members, etc.)

- Staff forums were scheduled in spring and summer to collect real-time feedback on safety and operation protocols to support staff member comfortability upon return. Staff feedback, suggestions and review have been utilized in the development of this plan.
- Parents will be surveyed to determine whether their student is at high risk. Parents will have the option to enroll their students in a remote learning program.
- ESP and school leadership will systematically review the Pupil Accounting Manual, relevant Executive Orders, and MDE guidance as updates are released to updated enrollment and attendance policies and procedures.
- The academy's SIS system will be reviewed with our SIS consultant to adjust capabilities in accordance with new guidance and requirements.
- Families will be notified of policy and procedures updates through various modes of communication such as school facebook page, website, REMIND app, and letters mailed to families. Families with additional questions will be instructed to call our main office
- Staff will be provided a master list of policy and procedure changes that will be distributed during the first week of professional development.
- Sanga and school leadership will collaborate to assess additional and unique needs to best support staff, families, and students through this pandemic. Staff positions will be modified and support staff redeployed to support areas of technology, staff/student wellbeing, and family outreach.
- Escuela Avancemos has partnered with LER Consultant and Advisors, with support of Detroit Children's Fund, to adapt recruiting, interview, and onboarding processes to function remotely. In collaboration with the academy, LER has shifted their recruitment focus and outreach to reflect our staffing needs in this pandemic.
- New school staff have been invited to attend a "coffee chat" with the school leadership ahead of professional development to orient staff to modified school structure and operations.
- As needed, the Academy obtains substitute permits for all eligible school leaders and support staff for the 20-21 school year.
- The Board of Directors and the ESP will continue to consult with legal counsel to review updated policies, vendor contracts and other liability issues relative to COVID-19.
- The academy's Business Manager, ESP, and Instructional Leader have streamlined communication systems to determine budget needs based on staffing needs, enrollment patterns and anticipated funding availability.
- All cafeteria workers will wear masks and gloves when handling food items. They will wash their hands before and after all food service according to CDC guidance. Visual guidance will be posted in the kitchen and by every sink to encourage the correct procedure for hand washing.



Technology

Before Schools Reopen for In-Person Instruction

Escuela Avancemos conducted an initial survey in Spring 2020 to collect baseline data on the numbers, types, and conditions of devices accessible to our students at home. 50-60% of our families indicated that they had access to a reliable device and wifi connectivity to participate in virtual learning.

Based on survey results and overall parent feedback, Escuela Avancemos, with the support of community partners such as the Detroit Children’s Fund, have made purchases to provide each teacher and student enrolled in the academy a loaned Chromebook to support both virtual and in-person learning. Escuela Avancemos had great success supporting individual families as they navigated the application for programs such as Internet Essentials. This will continue to be the first approach to connecting families with internet connectivity. The Academy has a limited inventory of hotspots that will be provided to families in a full virtual setting who may be ineligible for these internet programs. A Google Form survey will be sent to all families in August 2020 to assess internet connectivity. Families that do not respond by August 17th will be called directly to complete the questions verbally.

Devices that were sent home during Spring 2020 to support Continuation of Learning Plans have been collected by the Academy. These have been stored for the past month. All devices have been cleaned and disinfected according to [CDC Guidelines](#). Each device has been inspected for hardware repair needs (i.e. missing or loose keys, screen cracks, other atypical wear and tear, battery/charging concerns, etc). Finally, the device will be restored to the academy’s standard image and re-enrolled (if necessary) into the Mobile Device Management system and assigned to the appropriate Organizational Unit (School, Cart, Classroom, etc.)

A technology plan will be developed and distributed among school staff to support tech distribution and set-up, establish a process to address technology issues/concerns, and outline professional development opportunities for instructional staff to build capacity related to technology and high-quality virtual and in-person teaching. The instructional leader will be listed as the point of contact for all technology questions.

Devices have been ordered to provide 1:1 technology for all students enrolled at Escuela Avancemos. As devices arrive, school purchased devices are logged in our central inventory by Model, Serial Number, and Purchase Date. Assignment/Location is tracked through the district’s Mobile Device Management Systems appropriate to the device (i.e. Chromebooks through Google Admin). When a device is removed from service, that is logged on the inventory with the date and reason.

The Academy will disseminate technology to all students who have opted-in to virtual learning during Phase 4. All parents picking up a computer will receive a brief technology tutorial



facilitated by our Parent Liaison. This tutorial will include basic knowledge of how to log their child in, accessing google applications such as email, classroom, drive and basic troubleshooting techniques.

All support requests related to devices or technology use should be submitted through the academy's help desk system [email techsupport@theEAacademy.org]. The Instructional Leader will be the key point of contact and will monitor the help desk to filter incoming questions and coordinate appropriate supports and troubleshooting. To supplement the academy's technology team, school support staff (paraprofessionals, teacher aides, parent liaison) will receive extensive training on device set-up, troubleshooting and chrome management to act as the first line of support before elevating to help desk support. A collection of how-to videos related to technology support will be developed in English and Spanish and stored in a google library for school staff and families to access as issues arise.

Within the first week in remote and in-person learning, teachers will communicate the technology plan with parents and students.

To support families and their students during remote learning, the academy has established the following avenues to access help desk services:

- Check the resources related to our academy's current technology solution available on the school website and the academy's Facebook page.
- Contact their student's grade-level teacher and/or support staff for individualized troubleshooting support.
- If the issue cannot be resolved at this level, the teacher/staff will be responsible for submitting a help desk ticket on behalf of the family.

When Help Desk tickets are received, the academy's technology team will work collaboratively to resolve technology related issues. Additionally, from time to time the academy may utilize outside resources from the ISD or other approved vendors for specialized or time critical tasks for which the expertise or staff availability don't exist within the tech team

When a staff or student issued device requires service, a time will be established for the person to bring the device to a designated location at school to exchange it for a replacement device. The device will be disinfected, diagnosed, and repaired or put out of service as deemed appropriate. The device will be returned to inventory for reassignment through this process.

We will communicate consistent procedures for return and inventory of school-owned devices. The procedures will include:

*Safely bagging devices collected at schools;
[Sanitizing the devices](#) prior to a repair or replacement evaluation; and
Conducting prepared maintenance routines to remove malware and fix standard issues*



including screen, keyboard, or battery replacement.

When devices are to be returned, the academy will provide a supply of resealable bags for each student. Each bag will have the student's name marked on it (printed on labels from Student Information System), and the family will be instructed to place the device(s) inside the bag before collection.

All devices will be cleaned and disinfected according to [CDC Guidelines](#) as described in this guide from [Yale Environmental Health and Safety](#). Each device will be inspected for hardware repair needs (missing or loose keys, screen cracks, other atypical wear and tear, battery/charging concerns). Finally, the device will be restored to the district's standard image and re-enrolled (if necessary) into the Mobile Device Management system assigned to the appropriate Organizational Unit (School, Cart, Classroom, etc.)

All remote lessons will follow our established curriculum and be delivered through Google Classroom for the course. The lessons delivered through Google Classroom are available to the school's instructional leadership team to review for effectiveness, enhancement, and sharing. This also provides a historical record of content delivered remotely.

In an effort to protect student on-line safety and privacy, the academy has updated the chrome management system to allow student access to only school-approved websites and applications that have been vetted by the school administration team. In addition, families will be asked to sign a form during technology pick-up stating that parents are responsible for internet supervision while students have access to technology at home.

Academy staff will use network monitoring tools to verify all switches and wired connections are active and functional, physically addressing any concerns as needed.

Academy WiFi Controller tools will be used to restart and monitor the status of all Access Points (APs). Any APs with concerns or not responding will be physically reset and verified.

If Schools are Instructed to Close for In-Person Instruction

Students who require a device for use at home have had one assigned to them through the district's Mobile Device Management System. The device has been assigned to the student specifically.

When school is instructed to close and it is known before dismissal, each student will be sent home with their assigned device. When that isn't possible, or the school is instructed to close when students are not on-site, the Academy will be prepared to quickly disseminate technology to all students transitioning to a remote setting. Technology distribution days will be scheduled within 2-3 days of the state announcement during the school year. Families transitioning from in-person to remote will be contacted to schedule an appointment for technology pick-up. All parents picking up a computer will receive a brief technology tutorial facilitated by our Parent



Liaison. This tutorial will include basic knowledge of how to log their child in, accessing google applications such as email, classroom, drive and basic troubleshooting techniques.

We will communicate consistent procedures for return and inventory of school-owned devices. The procedures will include:

Safely bagging devices collected at schools;
[Sanitizing the devices](#) prior to a repair or replacement evaluation; and
Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.

When devices are to be returned, schools will be provided a supply of resealable bags for each student. Each bag will have the student's name marked on it (printed on labels from Student Information System), and the family will be instructed to place the device(s) inside the bag before collection. Devices will remain bagged for 14 days (or as long as possible) before opening, cleaning, and disinfection.

All devices will be cleaned and disinfected according to [CDC Guidelines](#) as described in this guide from [Yale Environmental Health and Safety](#). Each device will be inspected for hardware repair needs (missing or loose keys, screen cracks, other atypical wear and tear, battery/charging concerns). Finally, the device will be restored to the district's standard image and re-enrolled (if necessary) into the Mobile Device Management system assigned to the appropriate Organizational Unit (School, Cart, Classroom, etc.)

Escuela Avancemos had great success supporting individual families as they navigated the application for programs such as Internet Essentials. This will continue to be the first approach to connecting families with internet connectivity. The Academy has a limited inventory of hotspots that will be provided to families who may be ineligible for these internet programs. The Parent Liaison will work closely with families transitioning to virtual to identify necessary connectivity supports.

When Schools Reopen for In-Person Instruction

All remote lessons will follow our established curriculum and be delivered through Google Classroom for the course. The lessons delivered through Google Classroom are available to the school's instructional leadership team to review for effectiveness, enhancement, and sharing. This also provides a historical record of content delivered remotely.

To the extent possible, teachers are encouraged to continue using Google Classroom to deliver content and assignments during in-person instruction to familiarize students with the remote learning tools and to minimize disruptions caused by transitioning between in-person and remote learning and back again.



The district will elicit input from staff at least monthly through a short survey and feedback form related to challenges and solutions to delivering remote learning through technology. This feedback will be reviewed by the school's leadership team and be used to update guidance and procedures documented in this Plan.

The academy will review Help Desk tickets from staff and families at least monthly to identify common support issues and solutions to be shared through updated FAQ and resources on the district's resources website. This data will also be used to update guidance and procedures documented in this Plan.

District staff will use network monitoring tools to verify all switches and wired connections are active and functional, physically addressing any concerns as needed.

District WiFi Controller tools will be used to restart and monitor the status of all Access Points (APs). Any APs with concerns or not responding will be physically reset and verified.

The district will review available data including staff feedback, parent feedback, help-desk data, and emerging teaching and learning needs identified by School Technology Contacts to continually update the guidance and procedures documented in this Plan. The Technology Team will seek, evaluate, and propose successful solutions from other school districts as appropriate. Our local ISD and local technology vendors will be a resource for these possible solutions.

The district will review available data including staff feedback, parent feedback, help-desk data, and emerging teaching and learning needs identified by School Technology Contacts to continually update the guidance and procedures documented in this Plan. The Technology Team will seek, evaluate, and propose successful solutions from other school districts as appropriate. Our local ISD and local technology vendors will be a resource for these possible solutions.

Transportation

Before Schools Reopen for In-Person Instruction

Families who have opted in for in-person instruction will be contacted by main office staff and surveyed to determine the quantity of busses and bus drivers that will be required for transportation (August 13th). Arrival and Dismissal protocols will be established in tandem with bus contractors to ensure follow-through. Protocols will include

- Students will be assigned a seat, clustered by siblings and/or relatives living in the same household. Seats will be assigned and labeled prior to the first day of school.
- Students will be released from the bus 1:1 by family, maintaining a sufficient timing between each release to ensure physical distancing. Instructional staff will be placed by the bus and near the school entrance to regulate social distancing and ensure students safely enter the building.



- Busses will be dismissed one at a time

The academy will continue to review CDC guidelines and work closely with the Detroit health department to update transportation procedures for bus drivers and students.

The ESP will continue to work closely with our transportation contractor to identify bus availability, student capacity, bus driver needs, and develop a plan for identifying bus driver substitutes as needed. The Instructional Leader will notify the transportation coordinator of transportation modification/changes based on a student's IEP and ensure implementation, accordingly.

The transportation contractor will be requested to submit a transportation plan to the Academy that outlines protocols related to employee daily screening, process for identifying high-risk bus drivers and a communication plan to ensure the Academy's leadership is immediately notified if a driver is impacted by COVID-19.

If Schools are Instructed to Close for In-Person Instruction

Busses will be utilized on an as-needed basis for delivery of food service and instructional materials to Escuela Avancemos families.



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

Phase 5 Safety Protocols

Escuela Avancemos will continue to implement Safety protocols as listed in phase 4. Using the most up-to-date science and data, the academy will consider not requiring masks for students in K-5 who are placed in cohorts.

Phase 5 Mental & Social-Emotional Health

Escuela Avancemos will continue to implement Mental and Social-Emotional Health protocols and practices as listed in phase 4.

Phase 5 - Instruction

Key Instructional Differences between Phase 4 and Phase 5:

Governance

In addition to Phase 4 guidelines, The Academy will prioritize contacting every family engaged in distance learning again for 1. feedback on distance learning plans and outcomes for Fall 2020 and 2. updated preference on return status (in person or virtual). This information will guide the school in planning for more students to return to the building for in person instruction, as well as continue our learning and improvement of the online platform.

Instruction

Though the instructional methods and delivery will not change between phases 4 and 5, there are some logistical changes that come with the anticipated additional staff and students in the building:

- Opportunities for socially distanced face to face academic support for those participating in virtual (by appointment).
 - Scheduled during teacher RTI blocks or during asynchronous learning on Fridays.
- All staff (except those who self-assess as high risk) will provide instruction from the school building, whether teaching in person or virtual classes.



Communications and Family Supports

In addition to Phase 4 guidelines, socially distant in person communication with families can take place, This can look like:

- Home visits
- Small group/1:1 sessions at the school (by appointment)

Professional Learning

No additional considerations.

Phase 5 Operations

Escuela Avancemos will continue to implement Operational protocols and practices as listed in phase 4.



Glossary of Terms

Synchronous Learning	Online or distance learning that happens in real time
Asynchronous Learning	occurs through online channels without real-time interaction
PPE	Personal Protective Equipment
SEL	Social Emotional Learning
Remote/Distance Learning	Learning that occurs when learner and instructor, or source of information, are separated by time and distance
SFA	Success For All - The academy's English Language Arts curriculum for elementary school
GAT	Getting Along Together - The academy's social emotional learning curriculum
ELL	English Language Learner
SIOP	Sheltered Instruction Observation Protocol
RTI	Response to Intervention
MTSS	Multi-Tiered System of Supports
CASEL	Collaborative for Academic, Social, and Emotional Learning - The academy's social emotional learning curriculum for middle school
IEP	Individualized Learning Plan
IFSP	Individualized Family Service Plan

Van Atten-Densmore, Amy Sue

From: COVID-19 Preparedness and Response Plan <MDE-GEMS@michigan.gov>
Sent: Tuesday, August 11, 2020 11:04 AM
To: Van Atten-Densmore, Amy Sue
Subject: [External] COVID-19 Preparedness and Response Plan Submission Complete



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

GRETCHEN WHITMER
GOVERNOR

MICHAEL F. RICE, Ph.D.
STATE SUPERINTENDENT

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

STATE BOARD OF EDUCATION

CASANDRA E. ULBRICH – PRESIDENT • PAMELA PUGH – VICE PRESIDENT
MICHELLE FECTEAU – SECRETARY • TOM MCMILLIN – TREASURER
TIFFANY D. TILLEY – NASBE DELEGATE • JUDITH PRITCHETT
LUPE RAMOS-MONTIGNY • NIKKI SNYDER

808 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • 833-633-5788