Old Redford Academy COVID-19 Preparedness and Response Plan

Address of School District: 22122 W. McNichols Rd, Detroit, MI 48219

District Code Number: 82956

Building Code Number(s): 08723, 03434, 09481

District Contact Person: Sabrina Claude McGahee, Ed.D.

District Contact Person Email Address: sclaude@oldredford.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: July 28, 2020

August 11, 2020 [via email]

Dr. Sabrina Claude
Old Redford Academy
17195 Redford Avenue
Detroit, MI 48219

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

Dear Dr. Claude:

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

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

If the Academy requires an amendment to the Plan, please contact Amy Densmore, Director of Charter Accountability, at (989) 506-0355 or via email at avanatten@thecenterforcharters.org 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,

Corey Northrop
Executive Director

cc: Joyce Henderson, Board President
    Alma Hollins, 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

OLD REDFORD ACADEMY (the "Academy")

A special meeting of the Academy Board of Directors was held on the **28th** day of **July, 2020**, at **6 p.m.**

The meeting was called to order at 6:00 p.m. by Board Member **HENDERSON**:

Present: **HENDERSON, JEFFERSON, MULLENS, BANKS-HALL, TYUS**

Absent: **NONE**

The following preamble and resolution were offered by Board Member **JASON JEFFERSON** and supported by Board Member **REGINA BANK-HALL**:

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: **HENDERSON, JEFFERSON, MULLENS, BANKS-HALL, TYUS**

Nays: **NONE**

Resolution declared adopted.

DR. Regina Banks-Hall

DR. Regina Banks-Hall

ORA 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. <u>A copy of this plan is attached.</u>

- 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.

Joyce Henderson
President, Board of Directors

Board approved: 07/28/2020

Introduction and Overview

- On March 16, 2020, the Academy began its implementation of a Flexible Learning Plan which provides alternative modes of instruction to pupils during the school closure. The Plan allows for both scholars with technology as well as those without or with limited access to participate in learning during the school closure.

- On Thursday, March 12, 2020, the Superintendent and Chief Academic Officer met to establish preliminary district guidelines for a Flexible Learning Plan in the event that a school closure was necessary.

- On Friday, March 13, 2020, school was cancelled for scholars to allow for a District Planning Day in which the entire instructional and support staff met at their respective buildings led by their Administrative Team.

- On Friday, March 13, 2020, the Superintendent, Chief Academic Officer, and Chief Financial Officer met to discuss and identify potential budget needs as it pertains to the implementation of the Plan. The following needs were identified: purchase of additional technology, purchase of health and wellness materials and resources, available funds for outsourced printing jobs as well as district mailings for work packets and consumables. The district immediately reallocated title funds to address some of these needs.

- On the District Planning Day, Principals, Teachers, Instructional Coaches, Dean of Academics, Interventionist, and Paraprofessionals were grouped according to grade level or content area for facilitated planning sessions. Each group collaborated to identify target standards, create lesson plans, put together materials for work packets, and setup individual Google Classrooms.

- The Superintendent shared results from the professional development day with the Board of Directors for review and feedback during the development of the District's Flexible Learning Plan. After completion of the District's Flexible Learning Plan on March 15, 2020, all stakeholders reconvened in April and held virtual sessions to develop the Continuity of Learning and Covid-19 Response Plan.

- A survey was distributed to families to determine their technology and internet needs at home in order to assess the district's capacity for virtual learning. After the data was received, alternative methods were devised to ensure equitable access to instruction. In addition to the distribution of work packets, the Academy loaned Chromebooks to families. While the Academy ensured to the fullest extent possible that scholars had access to a device and connectivity for virtual instruction, scholars who are not able to fully participate were not be penalized.

- In April 2020, the Academy developed the Continuity of Learning and COVID-19 Response Plan. This plan was developed in collaboration with the Superintendent, Chief Academic Officer, Chief Financial Officer, Building Administrators, Teachers, Parents, and Board of Directors.

- During the creation of this COVID-19 Preparedness in accordance with the Michigan Safe Start Plan, the Academy developed a series of virtual focus groups in order in order to gather feedback from all stakeholders to provide transparency and collaboration regarding the safe return to school

  in the Fall. The focus group was led by the Superintendent and Chief Academic Officer and included participation from building administrators, teachers, district instructional coaches, and parents. Through virtual focus groups and conversations with various stakeholders along with guidance from federal, state, and local officials, this plan was developed to support the safe return of students and staff for the 2020-21 school year.

- While academics is important, the health and wellness of all scholars is equally important. This plan honors the Academy's commitment to equity by providing students with the necessary supports and resources needed to succeed during this challenging time. Specifically, this plan prioritizes the social emotional wellbeing of students while also deploying resources to address the impact of trauma on families and students.

  The District Support Team is in place to provide scholars and families with additional resources to meet the social, emotional, and financial hardship of this pandemic. This team makes a personal contact with students and families each week to conduct wellness checks, remain connected, and assess family access to important resources

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

Safety Protocols: Phase 1, 2, 3

Personal Protective Equipment
- Schools are closed for in-person instruction.
- Any essential district employee continuing to work will be provided the necessary PPE.

Hygiene
- Supplies to support healthy hygiene behaviors will be available throughout the Academy including soap, hand sanitizer at the entrance of each building, paper towels, tissue, and signs reinforcing proper handwashing techniques.

- The maintenance department will frequently refill soap and hand sanitizers, as needed.

Spacing and Movement
- Schools are closed for in-person instruction.

- Schools are closed to visitors and non-essential staff.

Screening Students and Staff

- Schools are closed for in-person instruction.

- Entry to the building will be restricted to essential school employees and/or contractors for the purpose of conducting basic school operations, including remote live instruction; essential employees must comply with necessary screening protocols including a questionnaire, temperature check, and hand sanitizing.

- Face masks will be worn when entering or leaving the building, and while in the building except (1) during meals and (2) unless face masks cannot be medically tolerated as documented through written and signed verification by a physician. Face masks will be provided to those without one.

- Contractors refusing to wear a face mask will be denied entry into the building.

- Essential staff failing to adhere to the required face mask policy will be subject to disciplinary action.
- In addition to the Academy screening protocols, staff should conduct daily self-examinations, including a temperature check prior to coming to work. If staff exhibit any respiratory or gastrointestinal symptoms or have a temperature of 100.4 or greater, they should stay home.

- All other non-essential employees will need permission from the District Office to enter the building during closure and follow all screening protocols.

Responding to Positive Tests Among Staff and Students

- Schools are closed for in-person instruction.

Food Service

- The Academy will provide food distribution to all families via a no contact *Grab n Go* meal curbside pickup process while schools are closed for in-person instruction. Each package will contain bundled breakfast and lunch meals. The Academy will continue to share additional food distribution sites and resources with families.
- Curbside meal pick-up will follow proper social distancing for families picking up meals.
- All meals will meet MDE, USDA National School Lunch, and National School Breakfast program requirements and guidelines.
- Staff serving meals will follow all MDE safety requirements and local health department regulations, including the use of face masks and face shields.
- District families will be notified on a continuous basis of the availability of meal pick-up. These notifications will be sent via social media, emails, automated phone calls, website and hard copy mailing, if necessary.
- The Academy will notify families of local food resources in case they are in need of more assistance. These resources will be posted on our website, social media, and distributed during meal distributions.
- The District Community Coordinator will be available as a resource for families in need of additional food assistance.

Gathering and Extracurricular Activities

- All in-school and after-school activities, including clubs, athletics, and extracurricular activities are suspended.

Athletics

- All athletics are suspended.
- Use of athletic facilities and equipment are prohibited.

Cleaning

- Schools are closed for in-person instruction

- The Academy will use a system to audit all necessary cleaning and disinfecting supplies.

- The Academy will continue with building cleaning, sanitizing, and disinfecting procedures that comply with CDC guidelines along with state requirements to maintain schools and prepare for the subsequent return of students.
- Frequently touched surfaces including light switches, doors, benches, and bathrooms will undergo cleaning at least every four hours with either an EPA-approved disinfectant

- Staff must wear gloves, face shields, and face masks when performing all cleaning activities.

Busing and Student Transportation

- All busing operations are suspended.
- All busing routes are suspended.

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

Introduction

During phases 1-3, Old Redford Academy is committed to serve the social and emotional wellbeing of students, families, and staff. The goal is to remain connected, educate, and inform all members of our community so they are able to successfully access academic, social, and emotional support for face-to-face virtual learning opportunities.

Screening for mental health and potential risk factors will be a priority and a collaborative team effort. Screening will be HIPAA and FERPA compliant while adhering to mandated reporting guidelines. The Academy will refine and communicate referral processes and protocols to identify students who may need additional support or targeted intervention.

If a student shows risk factors such as anxiety, depression, trauma, or substance use, parents will be notified and a referral may be made to an outside agency. If a follow up is necessary, the school support team will coordinate with outside agencies, as well as develop and implement school supports, as needed.

In addition, the Academy will provide the following resources to families and staff:

- List of wellness resources available to both staff and students/families that reference school and community wellness resources.

- Resources for staff self-care, including resiliency strategies from the TRAILS program.

- Provide regular district updates, return to school transition information including:

    - General best practices of talking through trauma with children
    - Destigmatization of COVID-19
    - Positive self-care strategies that promote health and wellness

- *Students Mental Health and Wellness Support K-12* – Remote programs will be hosted by counselors, social workers, and therapists to provide a safe space for students to engage in mindfulness practices and utilize de-escalation techniques.

- Provide office hours for school counselors and social workers during the suspension of in-person instruction.

Professional Development

Professional development will be provided in multiple formats. A Google classroom has been created as one component of the virtual learning environment for the 2020-2021 school year. This format will serve as a centralized location for staff to access appropriate tools and resources as well as to provide professional development on current mental health topics and evidence based practices such as:

- Trauma Informed Care
- Mindfulness Practices
- Resilience for Youth and Adults
- Compassion Fatigue and Self Care
- Mental Health Awareness
- Overcoming Anxiety

Additional professional development opportunities will be provided by support staff (e.g. counselors, social workers, psychologists and external community agencies) on topics such as the following:

- Understanding Post Traumatic Stress and Secondary Stress
- Signs of Depression
- Signs of Drug and Substance Use in Youth and Teens
- Reporting Abuse and Neglect
- Crisis Management for the loss of a student, staff member or family member
- Homelessness/Transitional Living – All school personnel will be provided the guidelines for identifying homeless students. If a student is identified as being homeless, the Academy's homeless liaison will contact parents, provide the McKinney Vento paperwork, and make the necessary referrals for food, housing, etc.

The Academy will continue to leverage MDE resources for student and staff mental health and wellness support, as well as MDE policies.

Instruction: Phases 1, 2, 3, (REMOTE)

Governance

Stakeholder feedback – Old Redford Academy's Academic Leadership Team, which is comprised of the Superintendent, Chief Academic Officer, Instructional Coordinator, Data Coach, Dean of Academics, Principals, and Assistant Principals, are committed to engaging in ongoing dialogue through virtual focus groups and conversations with various stakeholders such as families, teachers, and students for the purposes of gathering feedback as well as disseminating vital information.

Remote Instruction

Distribution of Plan – Old Redford Academy's Remote Learning Plan will be shared publicly via the Academy's website. Additionally, links to the plan will be posted on the Academy's various Social Media sites.

High-Quality Instruction and Engagement – Old Redford Academy has implemented and/or established the following instructional protocols to ensure the delivery of standards-aligned curricula through best practice strategies that promote student engagement, consistency, and differentiation.

- The Academy will continue to utilize a Learning Management System to:
    - Facilitate the daily delivery of teacher's lessons
    - House important classroom information such as assignments, assessments, announcements, and student reference documents
    - Track student attendance and participation
    - Track and report student progress

- The Academy will utilize an Assessment Data Bank and Warehouse to house all of the Academy's Common Formative Assessment data as well as provide a platform for teachers to create and assess classroom formative and summative assessments. The platform will also serve as a weekly data dashboard to report student progression.

- The Academy will continue to require weekly lesson plan submissions from all instructional staff. Weekly lesson plans will be shared via each teacher's virtual classroom. Each weekly lesson plan will contain the following:
    - Common Core Standard(s)
    - Objective
    - Direct Instruction
    - Student Practice
    - Student Demonstration
    - Modifications/Accommodations

- The Academy utilizes a K-12 comprehensive curriculum alignment for all core subjects. The chart below details each curricular resource by subject area including if the resource has an online component and/or consumable.

	ELA/English	Mathematics	Science	Social Studies	MTSS
Grade K	CKLA 2018 Edition OL / Cons	Engage NY Math 2016 Edition OL/ Cons	McGraw Hill-Inspire Science Edition 2017 OL / Cons	McGraw Hill-Networks Edition 2014 OL / Cons	MyMath- Math CKLA- ELA OL
Grade 1	CKLA 2018 Edition OL / Cons	Engage NY Math 2014 Edition OL/ Cons	McGraw Hill-Inspire Science Edition 2017 OL / Cons	McGraw Hill-Networks Edition 2014 OL / Cons	MyMath- Math CKLA- ELA OL
Grade 2	CKLA 2018 Edition OL / Cons	Engage NY Math 2016 Edition OL/ Cons	McGraw Hill-Inspire Science Edition 2017 OL / Cons	McGraw Hill – Networks Edition- 2014 OL / Cons	MyMath- Math CKLA- ELA OL
Grade 3	CKLA 2018 Edition OL / Cons	Engage NY Math 2016 Edition OL/ Cons	McGraw Hill-Inspire Science Edition 2017 OL / Cons	McGraw Hill-Michigan / Networks Edition 2016 OL / Cons	MyMath- Math CKLA- ELA OL
Grade 4	CKLA 2018 Edition OL / Cons	Engage NY Math 2019 Edition OL/ Cons	McGraw Hill-Inspire Science Edition 2017 OL / Cons	McGraw Hill-Michigan / Networks Edition 2016 OL / Cons	MyMath- Math CKLA- ELA OL
Grade 5	Engage NY ELA 2016 Edition OL/ Novels	Engage NY Math 2014 Edition OL/ Cons	Stemscopes 2020 Edition OL/ Cons	Oakland School Curriculum-MC3 2012 Edition OL	Mapskils ELA and Math OL
Grade 6	Engage NY ELA 2019 Edition OL/ Novels	Engage NY Math 2016 Edition OL/ Cons	Stemscopes 2020 Edition OL/ Cons	Oakland School Curriculum-MC3 2012 Edition OL	Mapskills ELA and Math OL
Grade 7	Engage NY ELA 2018 Edition OL/ Novels	Engage NY Math 2016 Edition OL/ Cons	Stemscopes 2020 Edition OL/ Cons	Oakland School Curriculum-MC3 2012 Edition OL	Mapskils ELA and Math OL
Grade 8	Engage NY ELA 2018 Edition OL/ Novels	Engage NY Math 2016 Edition OL/ Cons	Stemscopes 2020 Edition OL/ Cons	Oakland School Curriculum-MC3 2012 Edition OL	Mapskils ELA and Math

Grade 9	Engage NY ELA 2016 Edition OL / Novels	Engage NY Math Algebra I 2016 Edition OL/ Cons	OS / MAISA Curriculum 2009 Edition OL	Oakland School Curriculum-MC3 2012 Edition OL	Edgenuity Specialized Courses and Test Prep OL
Grade 10	Engage NY ELA 2016 Edition OL / Novels	Engage NY Math Geometry 2016 Edition OL/ Cons	OS / MAISA Curriculum 2009 Edition OL	Oakland School Curriculum-MC3 2012 Edition OL	Edgenuity Specialized Courses and Test Prep OL
Grade 11	Engage NY ELA 2016 Edition OL / Novels	Engage NY Math Algebra II 2018 Edition OL/ Cons	OS / MAISA Curriculum 2009 Edition OL	Oakland School Curriculum-MC3 2012 Edition OL	Edgenuity Specialized Courses and Test Prep OL
Grade 12	Engage NY ELA 2015 Edition OL / Novels	Engage NY Math Pre-Calculus or Finance 2016 Edition OL/ Cons	OS / MAISA Curriculum 2009 Edition OL	Oakland School Curriculum-MC3 2012 Edition OL	Edgenuity Specialized Courses and Test Prep OL

*OL – Online Component or Digital Suite

*Cons – Consumables

Assessment of Student's Academic Readiness Level – The Academy will implement the following Week One Diagnostic Plan

- In the subjects of ELA and Math for grades K-12, week one of instruction will focus on diagnostic instruction through both grade-level screener exams as well as formative assessments.
- Two weeks prior to the start of school, the Academy will distribute communication to families to inform them of the diagnostic exams, as well as explain the purpose and importance of them. Likewise, this information will be shared on the Academy's website and social media sites.
- Building Leadership Teams will share individual student data with parents. For students performing below grade level, the Building Leadership Team along with the classroom teacher(s), and parents, and when appropriate the student, will meet virtually to discuss an individualized plan of instruction to address the identified gaps.
- All core teachers will utilize both the individual and grade level data to heavily inform their quarter 1 instructional focus.

Review of IEP, IFSP, and 504 Plans – The Academy's Academic Leadership Team in conjunction with the Director of Special Education will collaborate to ensure that appropriate modifications and/or accommodations are provided to all general education lesson plans and instruction. Likewise, Resource Room teachers will collaborate with general education teachers to ensure alignment in instruction when delivering services as detailed in a student's IEP, IFSP, or 504 plan(s).

Support for Students Transitioning to Postsecondary – The Academy's High School Leadership Team and Counseling Department will offer the following supports to students transitioning to postsecondary:

- External partnerships with community-based organizations focused on assisting students with the process of applying for college, scholarships, financial aid, and completing and submitting college admission applications
- Organizing virtual college tours
- Organizing virtual onsite college admission fairs

Instructional Monitoring and Compliance – The Academy will utilize the following instructional monitoring and compliance protocol:

- Weekly, the Academy's Leadership Team will meet virtually to discuss and ensure compliance with all MDE policies and guidelines.
- Weekly, lead teachers will ensure that each teacher on their team has submitted lesson plans that comply with their respective pacing guide and indicate to Building Leadership any missing plans or plans that require feedback and/or follow-up.
- Weekly, the Instructional Coordinator will monitor virtual instruction of K-12 teachers and provide feedback on instructional strategies, virtual best practices, and curricular pacing. Virtual instruction will be monitored on a tier-system based on subject area being taught, teacher effectiveness rating, and years of teaching.
- Bi-weekly, the Data Coach will virtually meet with teacher grade level or content area teams. Prior to the administration of the upcoming Common Formative Assessment, the meeting will focus on reviewing the assessment and ensuring that instruction is aligned to the assessment. After the assessments have been scored, the meeting will focus on data trends and individual student deficits.
- Bi-weekly (for a total of 4 times per quarter), Building Leadership Teams will conduct a gradebook audit for each teacher. The purpose of the audit is to ensure that teachers have assigned and scored a minimum of two entries per week, and a minimum of one entry per category by the quarter's midpoint and a minimum two entries per category by the quarter's end.
- Common Formative Assessments – For grades K-12, in the subject areas of ELA and Math, the Academy has designed grade level pacing guides that detail the required common formative assessments for each quarter or learning. These assessments not only drive instruction, but also provide vital data points around student proficiency.

Support for Students Needing Wrap Around Services - The Academy's Academic Leadership will collaborate to ensure that any student needing social emotional or mental health support, occupational, physical, language, and/or speech therapy, including evaluations by school psychologists and social workers will be accommodated in accordance to the individualized recommendations outlined for the student.

Communication and Family Supports

The Academy is committed to maintaining frequent communication with all families through various modes of communication such as phone calls, emails, text messages, home visits, newsletters, and social media.

The Academy will use the abovementioned modes of communication to share information on the following topics:

- Important dates related to school closures and reopening
- Grade-level proficiencies
- Common formative assessments
- Daily instructional times
- Teacher office hours
- Administration office hours
- Quarter and Semester start and end dates
- Progress Report and Report Card posting dates
- Family Support and Engagement
    - Directions for accessing the Parent Portal for the Academy's SIS
    - Directions for accessing the Parent Resource Center (including grade-level enrichment for home activities)
    - Virtual trainings on digital literacy

Professional Learning

The Academy utilizes various professional development modes to ensure the continues growth and improvement of our instructional staff and leadership. These modes are as detailed below:

- Weekly Internal Professional Development (60 Minutes) – Topics are based on lesson plan and instructional monitoring feedback and include areas such as but not limited to management, learning strategies, student engagement, re-teaching, and pacing.
- Internal Professional Development: Early Release Wednesdays (2.5 Hrs.) – Topics are centered on standardized test prep and data results.
- Professional Learning Communities (60 Minutes) – Each teacher participates in a weekly PLC by grade-level for K-5 and Content Area for grades 6-12. The focus of the grade level and content area PLC work is centered on the Academy's Common Formative Assessment protocol.
- 1:1 External Professional Development – Teachers, support staff, and building administration are encouraged to seek external professional development opportunities that are specific to their area of expertise and submit a request for participation. Requests are granted on an individual basis. Additionally, The Academy's Academic Leadership Team regularly recommends specific external professional development to teachers, support staff, and building administration based on district initiatives (as aligned to our School and District Improvement Plans), personal improvement plans, and pilot programming.

- Group Level External Professional Development – The Academy is committed to ensuring that staff in each building have training in the areas of culturally responsive practices, social emotional learning, restorative practices, and virtual instruction.

Monitoring

The Academy will continue to ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork by implementing a one-to-one student laptop program. Furthermore, through family survey data, the Academy will provide internet hotspots for any household that demonstrates a need.

The Academy's protocol for monitoring student attendance will be as follows:

- Daily, each teacher will record student attendance for each class/course as indicated by a student's login to our Learning Management System.
- Teachers will track student attendance weekly and report/submit it to their building leadership team.
- Weekly, the building leadership teams will report student attendance by grade level, providing both a ratio and percentage of positive attendance.
- Any grade level with less than 90% attendance will be analyzed for individual student attendance.
- Students with more than 1 absence per week or 2 absences per month will be monitored by building leadership.
- Students with chronic absenteeism will be asked to attend a virtual meeting to discuss the impact of attendance on student progression. Likewise, both the parent and student will be asked to sign an attendance contract agreeing to significantly reduce the student's number of absences moving forward. After the meeting, the student's attendance will continue to be monitored weekly.

Student Work – Weekly, teachers will ensure that a minimum of two new entries have been scored and recorded in their grade book. Each parent has individualized access to the parent portal to review their student's progress at any time. In addition to weekly gradebook updates, the Academy will generate a Progress Report for each student at the midpoint of each quarter and a Report Card for each student at the end of each quarter. Lastly, and for the purpose of self-reflection, students will complete a Student Self-Evaluation Form for each Common Formative Assessment.   Students are required to keep their SSEFs in their academic portfolio to serve as a visual of academic progression throughout the year.

Operations: Phase 1, 2, or 3

Facilities

- The Maintenance department will maintain all buildings in preparation of returning to normal operations.
- A centralized system is in place to audit and inventory all necessary cleaning and PPE supplies at the district level.
- The custodial staff will continue with building cleaning, sanitizing, and disinfecting for the critical operation of essential services during the closure.
- The Maintenance department in collaboration with the District office will continue to procure all necessary PPE in preparation for the return to in-person instruction.
- Any essential employee who works in any of the buildings will be provided the necessary PPE.

Technology

Communication and Family Support

Technology support will be available to students and parents. Students and parents first contact should be made with the teacher to see if they are able to resolve the issue. If they are unable to do so, students or parents should send an email to: helpdesk@oldredford.org. This will be communicated via district newsletters, robocalls, mass text messaging, and the Google Drive.

Professional Development

- Instructional staff will be provided a Technology Survey to guide their learning as they prepare for Fall 2020.
- Instructional staff will have access to a Technology Resource page containing step-by-step instructions for technology integration with remote and in-person instruction.
- Ongoing technology and curriculum professional development will be provided to teachers beginning August 24, 2020. Additional training sessions will be provided on platforms such as Google Classroom and Schoology. Additional professional development sessions will be conducted on an as needed basis.
- Each building Principal will be the single point of contact that will plan and communicate simultaneously with the Chief Academic Officer and Chief Operating Officer regarding instructional technology needs.
- The Chief Operating Offer will engage stakeholders to update the District's Technology Plan, as needed, to better support remote learning.
- Classwork and assessments will be available to remote learners using content delivery platforms such as Google Classroom and Schoology.

- Academy devices such as Chromebooks will be continually evaluated to ensure they can be used with online learning platforms.

Technology Access

- During registration, the Academy will survey families to determine access to technology in the home along with Internet connectivy. The Academy will use this data to ensure that every student has access to the appropriate technology and connectivity that is necessary to continue learning in a remote learning environment.
- All students and parents are required to acknowledge the district's Acceptable Technology Use Policy which contains expected behaviors when using Academy technology or accessing online resources. This policy is relevant while students are at school and also applicable if learning occurs remotely while at home.
- Any student who borrows an Academy board-owned device will be required to fill out a device loaner agreement prior to being loaned the device. This process will ensure Board-owned technology is kept safe and returned in the manner in which it was provided.
- If students need access to devices while at home the Academy will provide a Chromebook. This process will be facilitated by District administration.
- Loaner devices will be tracked and inventoried upon return.
- When devices are returned they will be collected and moved to a storage location where they will be sanitized prior to re-deployment and evaluated for replacement or repair.
- When devices are collected or distributed, staff doing so will be provided and will wear proper PPE including a mask and gloves.

Food Service

- The Academy will enact a curbside *Grab and Go* meal distribution program to ensure that students continue to receive meals during the closure.
- The Academy will also notify families of local food resources in case they are in need of more assistance or if they need a list of alternative meal options. These resources will be posted on our website, emailed electronically in the district's newsletter, posted on social media, and passed out at meal distributions.
- Communication regarding availability of meals is essential. Academy families will be notified on a continuous basis of the availability of meal pick-up. These notifications will be via social media, automated emails, automated phone calls, websites and hard copy mailing.

Enrollment

- The District will work with the MDE and/or the LEA Pupil Accounting Auditor to comply with pupil accounting requirements.
- The Remote Learning Plan and Professional Learning Plan are critical elements to delivering instruction and maintaining student enrollment.

Staffing

- All teachers will be provided professional development in accordance to the Professional Learning Plan.
- The Academy's Employee Leasing Company will work with MDE to comply with Administrative Rules pertaining to hiring properly certified and endorsed educators.
- Hiring protocol includes an option for remote interviews via ZOOM.

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

Introduction

The beginning of the school year under Phase 4 will consist of either full remote (virtual) instruction or a hybrid model (i.e. combination of virtual and in-person instruction). The final decision to utilize either option will be made in consultation with various stakeholders (i.e. parents, staff, local health department, etc.), and based on the overall health and safety needs of the Old Redford Academy community. If the Academy utilizes full remote instruction for Phase 4, all components (i.e. safety protocols, mental and social-emotional health, operations, instruction) identified in Phases 1, 2, 3 will be followed in this phase.

Safety Protocols: Phase 4

Personal Protective Equipment for Students and Staff

- The expectation for wearing face masks and how to obtain face masks will be included in all Academy communication to parents, handbooks, student orientations, and staff orientations.
- Building, grounds, and transportation signage will be posted throughout school facilities and clearly identify who is required to wear face coverings in each designated area of the building, grounds, or bus.
- Fabric and/or disposable face masks will be ordered and provided to every student and staff member on a daily basis, if needed. These will be placed on busses and in the classrooms every evening by the custodial and transportation staff.
- Face masks must always be worn by staff and students except during meals. Any student or staff member who cannot medically tolerate a face mask should not wear one. Signed medical documentation from a physician is required.
- Face masks should always be worn in hallways and common areas by PK-12 students.
- Face masks may be homemade or disposable surgical masks.
  - Homemade face masks must be washed daily.
  - Disposable face masks must be disposed of at the end of each day.
  - Note: Students with significant disabilities preventing the use of face masks should be referred to anticipated guidance from MDE.
- Face masks must be worn in the classroom by all students grades 6-12.
- PK-5 students will not be required to wear a face mask once they are situated in the classroom unless the classroom activity places them in close (6 feet or less) proximity to other students.
- Face masks are not required while eating but social distancing must be maintained.

Students and staff will be encouraged to bring their own face mask. However, a face mask will be provided daily, if needed.

- Exempted individuals will be recorded in a master database and issued a sticker to display on the student or staff ID indicating this exemption.
- Students who are capable of wearing a face mask and refuse to do so in an area where a face mask is required will be issued a face mask by a school official and asked to put the face mask on. The instance will be documented as a log entry in MiSTAR. Future occurrences will be handled in accordance to the Student Code of Conduct.
- Staff who are capable of wearing a face mask and refuse to do so will be addressed by the school or district administrator and could face disciplinary measures up to and including termination.
- Guests to the school building (substitute teachers, etc.) will be issued a disposable face mask upon signing in at the main office and will be instructed to wear the face mask at all times. Instances of non-compliance will result in the guest being escorted from the building by the security officer.

Hygiene

- Every classroom will be supplied with the necessary hand sanitizer.

- Supplies (paper towels, soap, 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 newsletters, web pages, bulletin boards, and the like. It will include:

    - Hand-washing schedule
    - Room and materials cleaning schedule

- All teachers will teach the following to students on the first day of school and reinforce weekly or as often as needed (this may be done via video as well):

    - Proper handwashing on the first day of school and reinforce weekly or more often, if needed
    - How to cough and sneeze into elbows, or to cover with a tissue and dispose of it in the trash

- Proper mitigation strategies including hand washing and sneezing will be communicated to families via newsletters, web pages, bulletin boards, and the like. Families will be asked to review and reinforce with their students.

- The Maintenance department in collaboration with the district office will:

- Procure an adequate stockpile of soap, hand sanitizer, paper towels, and tissue prior to the first day of school on September 8, 2018.

- Post signage related to cleaning and hygiene strategies in each room, restroom, throughout the hallways prior to the first day of school.

- The custodial staff will monitor hygiene supplies and refill as needed three times daily.

- Hand sanitizing stations as deemed necessary during walk-through with building leaders will be placed throughout all buildings no later than August 15, 2020.

- Sharing school supplies will be limited, and each student will have their own supply box for materials.

- A list of these supplies will be generated as appropriate for each grade level and communicated to families.

- Playground equipment will be cleaned at least once daily and a class schedule will be created to promote social distancing and cleaning.

- A training on cleaning materials and protocols will be provided to staff through a virtual meeting prior to the start of school. This training will show the proper use of PPE when cleaning, protocols for the classroom, and storage of cleaning materials.

- Indoor gatherings that bring together students from more than one classroom are prohibited.

Spacing, Movement, and Access

- Students will remain with their class throughout the school day.
- As feasible, desks will be arranged facing the same direction toward the front of the classroom.
- Where possible, desks and students will be spaced six feet apart in classrooms.
- Efforts will be made to maintain six feet of distance between people in the hallways. Staggered movements at incremental intervals will be used if feasible to minimize the number of individuals in the hallways.
- Specials will be brought to the classrooms instead of having students move to different locations.
- Staff will monitor arrival and dismissal procedures to ensure students go directly to their classrooms.
- When possible, physical education and other courses will be held outside and social distancing of six feet should be practiced.
- Family members and other guests are not allowed in the school building except under

extenuating circumstances determined by district and school administration.
- Guests entering the building (beyond the reception area) will be screened for symptoms, wear a face mask, and sanitize hands prior to entering.
- Strict records including date and time, will be maintained for non-school employees or other visitors entering and exiting the building.
- Signage will be posted in all buildings indicating proper social distancing.
    - Signs providing information regarding the importance of social distancing will be displayed.
    - Floor markings will be used in appropriate areas (i.e. reception areas, cafeteria, line areas) of the buildings to designate proper social distancing.

Screening Students and Staff

- The Academy will cooperate with the local public health department regarding implementing protocols for screening students and staff. A copy of our screening protocols will be in alignment with the local public health department. This protocol will be reviewed monthly by district and building administrators.

- Each school building will identify a remote and secluded quarantine room to serve as an isolation area for students or staff who become ill with COVID-19 symptoms until they are picked up. This room will be outfitted with appropriate PPE including gowns, face shields, masks, gloves, sanitizing wipes, an internet-connected computer, and 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.

- Students or staff who become ill with symptoms of COVID-19 will be placed in the identified quarantine area with a face mask in place until they can be picked up. Identified school staff caring for these students must wear a surgical mask.

- From the time of identification of potential infection, the student or staff 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.

- Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.

- 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 before the student can return to school.

- Positive tests for staff members will result in a required quarantine away from school for 14 days. Days of quarantine for COVID-19 positive results will not count against employee sick time allocations.

- Symptomatic staff sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines .

- During the time of quarantine, the student will be asked to identify the location and individuals they came into contact with for the past 48 hours to the best of their ability. Priority will be placed on those individuals that they were in contact with for a sustained period of 15 minutes of more.

- The local public 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 the appropriate electronic form that they are safe to work. This will include taking their temperature and reporting this daily on the electronic form.

- Staff who are unable to work due to displaying COVID-19 systems will be required to report this to the school through the electronic form as well as to their direct Supervisor and the Employee Leasing Company. The HR Director 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.

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

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

- Parents and guardians should check their child's temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home.

- Parents and guardians should monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.

Testing Protocols for Students and Staff and Responding to Positive Cases

- Parents and guardians should check their child's temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home.
- Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance.
- Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing.
- Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19 or have been released from isolation according to CDC guidelines.
- 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.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts so that they can be quarantined for 14 days at home.
Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.

Responding to Positive Tests

- Staff will notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- The Local Public Health Department will initiate contact tracing, following regular public health practice.
- Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious.
- Local public health officials will provide instruction about return to work, using the most current guidelines from the CDC for this
- The Employee Leasing Company will provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. Even if a family/student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test.

Food Service

The Food Service Department will:

- Disinfect frequently touched surfaces with EPA approved disinfectant after each breakfast and lunch.
- Utilize PPE to serve food.
- Post signage and floor markings to indicate proper social distancing;
- Provide hand sanitizer for use before and after meals
- Discontinue self-serve areas;
- Limit the number of main courses available to reduce the number of students in line.
- Students will eat in the classroom and/or cafeteria maintaining social distancing to the greatest extent possible.
- Elementary students will be seated with their class and maintain social distancing to the greatest extent practicable.
- Students, teachers, and staff should wash or use hand sanitizer on their hands before and after every meal.

Gathering, and Extracurricular Activities

- Indoor assemblies that bring together students from more than one classroom are prohibited.
- Off-site field trips that require bus transportation to an indoor location are suspended. Recess will be conducted outside whenever possible with appropriate social distancing and cohort of students. If more than one class is outside, students should wear facial coverings.

Athletics

- All athletic programming will be suspended until the region has maintained Phase V status for at least 28 consecutive days. At that point, consideration for resuming athletics for the next available sports season will be made. Budgetary priorities for core instruction and safety as well as considerations regarding the ability to train, clean/disinfect equipment, safely transport students, and enforce social distancing contributed to this decision.

Cleaning

- Frequently touched surfaces, including light switches, doors, benches, and bathrooms, will undergo cleaning at least every four hours with either an EPA-approved disinfectant.
- Custodial staff will maintain a record of locations and times the areas are cleaned. These records will be monitored regularly by the District Office.

- Libraries, computer labs, arts, common areas, and other classrooms must undergo cleaning after every class period with an EPA-approved disinfectant. These areas will be checked out through a building-use process.
- Student desks must be wiped down with after every class period.
- Teachers will be provided the appropriate cleaning solution.
- The playground will continue to undergo normal routine cleaning using an EPA-approved disinfectant.
- The Maintenance department will ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from students, and with adequate ventilation when staff use products.
- Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.

Busing and Student Transportation

- Contact will be made to all transportation companies that support the district to ensure that they have received a copy of the criteria in the MI Safe Schools: Michigan's 2020 Return to School RoadMap.

- A weekly meeting will be held with district transportation supervisors or contracted transportation departments to review the criteria required for phase 4 and discuss concerns or issues arising.

- A breakdown of the abovementioned items will be presented in all RFP's to the contracting companies to ensure that they can comply with the items required.

- Contracts will incorporate the cleaning, sanitizing and professional development that is needed for busses.

- Signage will be added to each bus to address the use of face masking of all students and drivers, use of hand sanitizers and cleaning protocols.

- An ordering plan and schedule to obtain cleaning supplies in compliance with the CDC that can be utilized in the cleaning of the bus between routes and the wiping down of frequent areas of contact will be developed

- Schools will clean and disinfect transportation vehicles before and after every transit route. Children will not be present when a vehicle is being cleaned.

- Schools will clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.

- Busses will be properly cleaned after the departure of the last child from each run once the bus has returned to the transportation garage. Logs will be maintained for a period of 90 days.

- Students are required to use hand sanitizer before entering the bus. Hand sanitizer will be supplied on the bus.

- All PK – 12th grade students, staff, and bus drivers must wear facial coverings during school transportation.

- 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 will be sent out weekly to families related to the mandatory nature of wearing a face mask on the bus and that all staff and students, if medically feasible, must wear it in order to be transported.

- 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.

- Professional development will be required for all bus drivers related to the changes including the appropriate usage of face masks and policies regarding the requirement of their usage on the bus, hand sanitizing, and cleaning protocols to address the cleaning and disinfecting of the bus before and after every route. A check sheet with time and date of each cleaning will be provided to staff to complete each time the bus is cleaned.

- Bus drivers, weather permitting, will keep windows open on the bus both in route and when stopped.

- If a student becomes sick during the day, they will not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they will follow protocols for sick staff outlined above and will not return to drive students.

- Weather permitting, doors and windows will be open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.

- If a student becomes sick during the day, they must not use group transportation to return home. If a driver becomes sick during the day, they must follow protocols for sick staff and must not return to drive students.

Medically Vulnerable Students and Staff

- All student plans (IEPs, 504s, etc.) will be reviewed to accommodate special healthcare needs to decrease their risk for exposure to COVID-19.
- The Academy will communicate with all families and staff to self-identify as high-risk for severe illness due to COVID-19 and will make accommodations, to the extent possible, to develop a plan for alternative learning or work arrangements.
- To the extent possible, the Academy will enable staff who are high-risk for severe illness to minimize face-to-face contact and allow them to maintain a distance of six feet from others.

Mental & Social-Emotional Health: Phase 4

Introduction

During phase 4, Old Redford Academy will remain committed to addressing the social and emotional wellbeing of students, families, and staff. The goal is to remain connected, educate, and inform all members of our community so they receive the supports necessary to succeed academically, socially, and emotionally during the return for in-person instruction.

Screening for mental health and potential risk factors will be a priority and a collaborative team effort. Screening will be HIPAA and FERPA compliant while adhering to mandated reporting guidelines. The Academy will refine and communicate referral processes and protocols to identify students who may need additional support or targeted intervention.

If a student shows risk factors such as anxiety, depression, trauma, or substance use, parents will be notified and a referral may be made to an outside agency. If a follow up is necessary, the school support team will coordinate with outside agencies, as well as develop and implement school supports as needed.

In addition, the Academy will provide the following resources to families and staff:

- List of wellness resources available to both staff and students/families that reference school and community wellness resources.

- Resources for staff self-care, including resiliency strategies from the TRAILS program affiliated with the University of Michigan Medical School.

- Provide regular district updates, return to school transition information including:

    - General best practices of talking through trauma with children

- Destigmatization of COVID-19
- Understanding normal behavioral response to crises
- Positive self-care strategies that promote health and wellness

- *Students Mental Health and Wellness Support K-12* – Remote programs will be hosted by counselors, social workers, and therapists to provide a safe space for students engage in mindfulness practice and stress de-escalation techniques.

- Provide office hours and remote phone number for school counselors and social workers during the suspension of in-person instruction.

Professional Development

Professional development will be provided in multiple formats. A Google classroom has been created as one component of the virtual learning environment for the 2020-2021 school year. This format will serve as a centralized location for staff to access appropriate tools and resources as well as to provide professional development on current mental health topics and evidence based practices such as:

- Trauma Informed Care
- Mindfulness practices
- Resilience for Youth and Adults
- Compassion Fatigue and Self Care
- Mental Health Awareness
- Overcoming Anxiety

Additional professional development opportunities will be provided by support staff (e.g. counselors, social workers, psychologists and external community agencies) on the following topics:

- Understanding Post Traumatic Stress and Secondary Stress
- Signs of Depression
- Signs of Drug and Substance Use in Youth and Teens
- Reporting Abuse and Neglect
- Crisis Management for the loss of a student, staff member or family member
- Homelessness/Transitional Living- All school personnel will be given the guidelines for homelessness and if a student is flagged, the district's homeless liaison will contact parents, provide the McKinney Vento paperwork, and make the necessary referrals for food, housing, etc.

The Academy will continue to leverage MDE resources for student and staff mental health and wellness support as well as policies and guidance.

Instruction: Phase 4 (100% REMOTE OR HYBRID MODEL)

Governance

Stakeholder feedback – Old Redford Academy's Academic Leadership Team, which is comprised of the Superintendent, Chief Academic Officer, Instructional Coordinator, Data Coach, Dean of Academics, Principals, and Assistant Principals, is committed to engaging in ongoing dialogue through virtual focus groups and conversations with various stakeholders such as families, teachers, and students for the purposes of gathering feedback as well as disseminating vital information.

Hybrid Instruction

Distribution of Plan – Old Redford Academy's Hybrid Learning Plan will be shared publicly via the Academy's website. Additionally, links to the plan will be posted on the Academy's various Social Media sites.

The following structures and protocols will be implemented to ensure a rigorous, engaging, and academically sound hybrid learning program:

- A concise expectations matrix that details roles and responsibilities for Principals, Teachers, Support Staff, Students, and Parents will be communicated and disseminated.

- Teacher professional development will focus on strategies that promote best practices for blended and/or remote learning.

- Social and emotional learning will be integrated into daily instruction and practices.

- An Intervention Inventory which details all of the intervention programs that the Academy offers to students with an identified achievement gap will be provided to families.

- A student learning guide that references strategies by grade level bands and content area for students to use during independent practice to accelerate learning will be distributed to each student.

- Instructional staff will scaffold lessons to ensure that all learning styles and readiness level are being met.

Additional Instructional Option for Families – Old Redford Academy's Hybrid Learning Plan will include a 100% virtual instruction option for families who express and/or demonstrated a need due to extenuating circumstances beyond their control such as health related concerns and financial constraints.

High-Quality Instruction and Engagement – Old Redford Academy has implemented and/or established the following instructional protocols to ensure the delivery of standards-aligned curricula through best practice strategies that promote student engagement, consistency, and differentiation.

- The Academy will continue to utilize a Learning Management System to:
    - Facilitate the daily delivery of teacher's lessons
    - House important classroom information such as assignments, assessments, announcements, and student reference documents
    - Track student attendance and participation
    - Track and report student progress

- The Academy will utilize an Assessment Data Bank and Warehouse to house all of the Academy's Common Formative Assessment data as well as provide a platform for teachers to create and assess classroom formative and summative assessments. The platform will also serve a weekly data dashboard to report student progression.

- The Academy will continue to require weekly lesson plans submission from all instructional staff. Weekly lesson plans will be shared via each teacher's virtual classroom. Each weekly lesson plans provides the following:

    - Common Core Standard(s)
    - Objective
    - Direct Instruction
    - Student Practice
    - Student Demonstration
    - Modifications/Accommodations

- The Academy utilizes a K-12 comprehensive curriculum alignment for all core subjects. The Chart below details each curricular resource by subject area including if the resource has online component and/or consumables.

	ELA/English	Mathematics	Science	Social Studies	MTSS
Grade K	CKLA 2018 Edition OL / Cons	Engage NY Math 2016 Edition OL/ Cons	McGraw Hill- Inspire Science Edition 2017 OL / Cons	McGraw Hill- Networks Edition 2014 OL / Cons	MyMath- Math CKLA- ELA OL
Grade 1	CKLA 2018 Edition OL / Cons	Engage NY Math 2014 Edition OL/ Cons	McGraw Hill- Inspire Science Edition 2017	McGraw Hill- Networks Edition 2014	MyMath- Math CKLA- ELA OL

			OL / Cons	OL / Cons	
Grade 2	CKLA 2018 Edition OL / Cons	Engage NY Math 2016 Edition OL/ Cons	McGraw Hill-Inspire Science Edition 2017 OL / Cons	McGraw Hill – Networks Edition- 2014 OL / Cons	MyMath- Math CKLA- ELA OL
Grade 3	CKLA 2018 Edition OL / Cons	Engage NY Math 2016 Edition OL/ Cons	McGraw Hill-Inspire Science Edition 2017 OL / Cons	McGraw Hill-Michigan / Networks Edition 2016 OL / Cons	MyMath- Math CKLA- ELA OL
Grade 4	CKLA 2018 Edition OL / Cons	Engage NY Math 2019 Edition OL/ Cons	McGraw Hill-Inspire Science Edition 2017 OL / Cons	McGraw Hill-Michigan / Networks Edition 2016 OL / Cons	MyMath- Math CKLA- ELA OL
Grade 5	Engage NY ELA 2016 Edition OL/ Novels	Engage NY Math 2014 Edition OL/ Cons	Stemscopes 2020 Edition OL/ Cons	Oakland School Curriculum-MC3 2012 Edition OL	Map Skills ELA and Math OL
Grade 6	Engage NY ELA 2019 Edition OL/ Novels	Engage NY Math 2016 Edition OL/ Cons	Stemscopes 2020 Edition OL/ Cons	Oakland School Curriculum-MC3 2012 Edition OL	Map Skills ELA and Math OL
Grade 7	Engage NY ELA 2018 Edition OL/ Novels	Engage NY Math 2016 Edition OL/ Cons	Stemscopes 2020 Edition OL/ Cons	Oakland School Curriculum-MC3 2012 Edition OL	Map Skills ELA and Math OL
Grade 8	Engage NY ELA 2018 Edition OL/ Novels	Engage NY Math 2016 Edition OL/ Cons	Stemscopes 2020 Edition OL/ Cons	Oakland School Curriculum-MC3 2012 Edition OL	Map Skills ELA and Math
Grade 9	Engage NY ELA 2016 Edition OL / Novels	Engage NY Math Algebra I 2016 Edition OL/ Cons	OS / MAISA Curriculum 2009 Edition OL	Oakland School Curriculum-MC3 2012 Edition OL	Edgenuity Specialized Courses and Test Prep OL
Grade 10	Engage NY ELA 2016 Edition OL / Novels	Engage NY Math Geometry 2016 Edition OL/ Cons	OS / MAISA Curriculum 2009 Edition OL	Oakland School Curriculum-MC3 2012 Edition OL	Edgenuity Specialized Courses and Test Prep OL
Grade 11	Engage NY ELA 2016 Edition OL / Novels	Engage NY Math Algebra II 2018 Edition OL/ Cons	OS / MAISA Curriculum 2009 Edition OL	Oakland School Curriculum-MC3 2012 Edition	Edgenuity Specialized Courses and Test Prep

				OL	OL
Grade 12	Engage NY ELA 2015 Edition OL / Novels	Engage NY Math Pre-Calculus or Finance 2016 Edition OL/ Cons	OS / MAISA Curriculum 2009 Edition OL	Oakland School Curriculum-MC3 2012 Edition OL	Edgenuity Specialized Courses and Test Prep OL

*OL – Online Component or Digital Suite

*Cons – Consumables

Assessment of Each Student's Academic Readiness Level – The Academy will implement the following Week One Diagnostic Plan

- In the subjects of ELA and Math, for grades K-12, week one of instruction will focus on diagnostic instruction through both grade-level screener exams as well as informal, formative assessments.

- Two weeks prior to the start of school, the Academy will send ongoing communication to families to not only inform them of the diagnostic exams, but also explain the purpose and importance of them. Likewise, this information will be shared on the Academy's website as well as Social Media sites.

- Building Leadership Teams will share individual student data with parents digitally. For students who have been identified below grade level, the Building Leadership Team along with the classroom teacher(s), and parents, and when appropriate the student, will meet virtually to discuss an individualized plan of instruction to address the identified gaps.

- All core teachers will utilize both the individual and grade level data to heavily inform their quarter 1 instructional focus.

Review of IEP, IFSP, and 504 Plans – The Academy's Academic Leadership Team in conjunction with the Academy's special education service provider and the Director of Special Education and Wrap Around Services will collaborate to ensure that the appropriate modifications and/or accommodations are being made to all general education lesson plans and instruction. Likewise, Resource Room teachers will collaborate with general education teachers to ensure alignment in instruction when delivering services as detailed in a student's IEP, IFSP, or 504 plan(s).

Support for Students Transitioning to Postsecondary – The Academy's High School Leadership Team and Counseling Department will offer the following supports to students transitioning to postsecondary:

- External partnerships with community-based organizations focused on assisting students with the process of applying for college, applying for scholarships and financial aid, and completing and submitting college admission applications

- Organizing virtual college tours

- Organizing virtual onsite college admission fairs

Instructional Monitoring and Compliance – The Academy will utilize the following instructional monitoring and compliance protocol:

- Weekly, the Academy's Leadership Team will meet virtually to discuss and ensure compliance with all MDE policies and guidelines.
- Weekly, lead teachers will ensure that each teacher on their team has submitted lesson plans that comply with their respective pacing guide and indicate to Building Leadership any missing plans or plans that require feedback and/or follow-up.

- Weekly, the Instructional Coordinator will monitor virtual instruction of K-12 teachers and provide feedback on instructional strategies, virtual best practices, and curricular pacing. Virtual instruction will be monitored on a tier-system based on subject area being taught, teacher effectiveness rating, and years of teaching.

- Bi-weekly, the Data Coach will virtually meet with teacher grade level or content area teams. Prior to the administration of the upcoming Common Formative Assessment, the meeting will focus on reviewing the assessment and ensuring that instruction is aligned to the assessment. After the assessments have been scored, the meeting will focus on data trends and individual student deficits.

- Bi-weekly (for a total of 4 times per quarter), Building Leadership Teams will conduct a gradebook audit for each teacher. The purpose of the audit is to ensure that teachers have assigned and scored a minimum of two entries per week, and a minimum of one entry per category by the quarter's midpoint and a minimum two entries per category by the quarter's end.

- *Common Formative Assessments* – For grades K-12, in the subject areas of ELA and Math, the Academy has designed grade level pacing guides that details the required common formative assessments for each quarter or learning. These assessments not only drive instruction, but also provide vital data points around student proficiency.

Support for Students Needing Wrap Around Services - The Academy's Academic Leadership Team in conjunction with the Director of Special Education and Wrap Around Services will collaborate to ensure that any student needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers will be accommodated in accordance to the individualized recommendations outlined for the student.

Communication and Family Supports

The Academy is committed to maintaining frequent communication with all families through various modes of communication such as phone calls, emails, text messages, home visits, newsletters, and social media. The Academy will use the aforementioned modes of communication to share information on the following topics:

- Important dates relating to school closures and reopening
- Grade-level proficiencies
- Common formative assessments
- Daily instructional times
- Teacher office hours
- Administration office hours
- Quarter and Semester start and end dates
- Progress Report and Report Card posting dates
- Family Support and Engagement
  - Directions for accessing the Parent Portal for our SIS
  - Directions for accessing the Parent Resource Center (including grade-level enrichment for home activities)
  - Virtual trainings on digital literacy

Professional Learning

The Academy utilizes various professional development modes to ensure the continues growth and improvement of our instructional staff and leadership. These modes are as detailed below:

- *Weekly Internal Professional Development* (60 Minutes) – Topics are based on lesson plan and instructional monitoring feedback and include areas such as but not limited to management, learning strategies, student engagement, re-teaching, and pacing.
- Internal Professional Development: Early Release Wednesdays (2.5 Hrs.) – Topics are centered on standardized test prep and data results.

- *Professional Learning Communities* (60 Minutes) – Each teacher participates in a weekly PLC by grade-level for K-5 and Content Area for grades 6-12. The focus of the grade level and content area PLC work is centered on the Academy's Common Formative Assessment protocol.

- *1:1 External Professional Development* – Teachers, support staff, and building administration are encouraged to seek external professional development opportunities that are specific to their area of expertise and submit a request for participation. Requests are granted on an individual basis. Additionally, The Academy's Academic Leadership Team regularly recommends specific external professional development to teachers, support staff, and building administration based on district initiatives (as aligned to our School and District Improvement Plans), personal improvement plans, and pilot programming.

- *Group Level External Professional Development* – The Academy is committed to ensuring that each building has training in the areas of culturally responsive education, social and emotional learning, restorative practices, and virtual instruction.

Monitoring

The Academy has ensured that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork by implementing a one to one student laptop program. Further, through family survey data, the Academy will provide interne hotspots for any households that demonstrate need.

The Academy's protocol for monitoring student attendance is as follows:

- Daily, each teacher will record student attendance for each class/course, as indicated by a student's login to our Learning Management System.
- Teachers will track student attendance weekly and report/submit it to their building leadership team.

- Weekly, the building leadership teams will report student attendance by grade level, providing both a ratio and percentage of positive attendance.

- Any grade level with less than 90% attendance will be analyzed for individual student attendance.

- Students with more than 1 absence per week of 2 absences per month will be monitored by building leadership.

- Students with chronic absenteeism will be asked to attend a virtual meeting to discuss the impact of attendance on student progression. Likewise, both parents and students will be asked to sign an attendance contract agreeing to significantly reduce the student's number of absences moving forward. After the meeting, the student's attendance will continue to be monitored weekly.

Student Work – Weekly, teachers will ensure that a minimum of two new entries have been scored and recorded in their grade book. Each parent has individualized access to the parent portal to review their student's progress at any time. In addition to weekly gradebook updates, the Academy will generate a Progress Report for each student at the midpoint of each quarter and a Report Card for each student at the end of each quarter. At the time of both quarterly progress and report cards, building leadership will identify students falling significantly below proficiency in one or more subject areas. Students identified will automatically receive multi-tiered supports and intervention. Lastly, and for the purposes of self-reflection, students will complete a Student Self-Evaluation Form for each Common Formative Assessment.   Students are required to keep

their SSEFs in their academic portfolio to serve as visual of academic progression throughout the year.

Operations: Phase 4

Facilities

- The Academy will follow a system to audit and inventory all necessary cleaning and disinfecting supplies.
- The custodial staff will conduct a deep cleaning of each district facility.
- The Maintenance department will check HVAC systems at each building to ensure that they are running efficiently. Air filters will be changed regularly.
- Prior to the start of the school year, building principals will conduct and document a facility walk-through with the Chief Operating Officer and custodial staff to ensure that classrooms, common spaces, and the exterior are ready for staff and students as well as ensure cleaning expectations.
- All classrooms will be audited to ensure proper ventilation.
- Custodial service provider will conduct advanced training for custodial staff, as needed.

Budget, Food Service, Enrollment, and Staffing

- Building principals will implement arrival and departure procedures that limit a large number of students from gathering.
- A staffing will be developed to account for teachers and staff who are not returning.
- The Employee Leasing Company will continue to recruit and hire new staff, as needed.
- Policy changes relative to attendance and graduation requirements will be presented to the Board of Directors as they become available.
- The Student and Parent Code of Conduct revisions will be presented to the Board of Directors at the August Board Meeting.
- Additions to the handbook include but are not limited to face masks, attendance, grading, and graduation requirements.
- The Academy will CARES Act funding for activities that are necessary to maintain the operation of and continuity of services to support instruction.
- By August 10, 2020, building principals will modify master schedules, finalize arrival/dismissal procedures, lunch schedules, and bell schedules with the incorporation of safety protocols.
- The Chief Financial Officer and other district administration will continue to engage school leaders in different budgeting scenarios to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.

Technology

The Technology Department will complete the following:

- Assess the condition of devices and support any student and/or family needing support with connectivity or devices.
- The district is prepared to distribute devices and hotspots to support these needs.
- Designate a single point of contact in each school to plan and communicate with district technology teams.
- Implement district-wide procedures for return and inventory of district-owned devices. The procedures include:
    - Safely bagging devices collected at schools
    - Sanitizing the devices prior to a repair or replacement evaluation
    - Ordering accessories that may be needed
    - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- Utilize the district's asset/inventory record-keeping system.
- Evaluate and maintain all technology infrastructure (Wi-Fi, networks).
- Develop a technology support plan for families.
- Utilize the district's learning management system to organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.
- Continue infrastructure evaluations until all issues are resolved.

Busing and Student Transportation

- Contact will be made to all transportation companies that support the district to ensure that they have received a copy of the criteria in the MI Safe Schools: Michigan's 2020 Return to School RoadMap.

- A weekly meeting will be held with district transportation supervisors or contracted transportation departments to review the criteria required for phase 4 and discuss concerns or issues arising.

- A breakdown of the abovementioned items will be presented in all RFP's to the contracting companies to ensure that they can comply with the items required.

- Contracts will incorporate the cleaning, sanitizing and professional development that is needed for busses.

- Signage will be added to each bus to address the use of face masking of all students and drivers, use of hand sanitizers and cleaning protocols.

- An ordering plan and schedule to obtain cleaning supplies in compliance with the CDC that can be utilized in the cleaning of the bus between routes and the wiping down of frequent areas of contact will be developed

- Schools will clean and disinfect transportation vehicles before and after every transit route. Children will not be present when a vehicle is being cleaned.

- Schools will clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.

- Busses will be properly cleaned after the departure of the last child from each run once the bus has returned to the transportation garage. Logs will be maintained for a period of 90 days.

- Students are required to use hand sanitizer before entering the bus. Hand sanitizer will be supplied on the bus.

- All PK – 12th grade students, staff, and bus drivers must wear facial coverings during school transportation.

- 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 will be sent out weekly to families related to the mandatory nature of wearing a face mask on the bus and that all staff and students, if medically feasible, must wear it in order to be transported.

- 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.

- Professional development will be required for all bus drivers related to the changes including the appropriate usage of face masks and policies regarding the requirement of their usage on the bus, hand sanitizing, and cleaning protocols to address the cleaning and disinfecting of the bus before and after every route. A check sheet with time and date of each cleaning will be provided to staff to complete each time the bus is cleaned.

- Bus drivers, weather permitting, will keep windows open on the bus both in route and when stopped.

- If a student becomes sick during the day, they will not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they will follow protocols for sick staff outlined above and will not return to drive students.

- Weather permitting, doors and windows will be open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.

- If a student becomes sick during the day, they must not use group transportation to return home. If a driver becomes sick during the day, they must follow protocols for sick staff and must not return to drive students.

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

Safety Protocols: Phase 5

Phase 5 will contain the same restrictions as identified in Phase 4. However, based on the state of the Pandemic, restrictions may be reduced to the action steps recommended in phase 5 of the MI-Safe Start Return to Schools Roadmap.

Personal Protective Equipment for Students and Staff

- The expectation for wearing face masks and how to obtain face masks will be included in all Academy communication to parents, handbooks, student orientations, and staff orientations.
- Building, grounds, and transportation signage will be posted throughout school facilities and clearly identify who is required to wear face coverings in each designated area of the building, grounds, or bus.
- Fabric and/or disposable face masks will be ordered and provided to every student and staff member on a daily basis, if needed. These will be placed on busses and in the classrooms every evening by the custodial and transportation staff.
- Face masks must always be worn by staff and students except during meals. Any student or staff member who cannot medically tolerate a face mask should not wear one. Signed medical documentation from a physician is required.
- Face masks should always be worn in hallways and common areas by PK-12 students.
- Face masks may be homemade or disposable surgical masks.
  - Homemade face masks must be washed daily.
  - Disposable face masks must be disposed of at the end of each day.
  - Note: Students with significant disabilities preventing the use of face masks should be referred to anticipated guidance from MDE.
- Face masks must be worn in the classroom by all students grades 6-12.
- PK-5 students will not be required to wear a face mask once they are situated in the classroom unless the classroom activity places them in close (6 feet or less) proximity to other students.
- Face masks are not required while eating but social distancing must be maintained. Students and staff will be encouraged to bring their own face mask. However, a face mask will be provided daily, if needed.
- Exempted individuals will be recorded in a master database and issued a sticker to display on the student or staff ID indicating this exemption.
- Students who are capable of wearing a face mask and refuse to do so in an area where a face mask is required will be issued a face mask by a school official and asked to put the

face mask on. The instance will be documented as a log entry in MiSTAR. Future occurrences will be handled in accordance to the Student Code of Conduct.

- Staff who are capable of wearing a face mask and refuse to do so will be addressed by the school or district administrator and could face disciplinary measures up to and including termination.
- Guests to the school building (substitute teachers, etc.) will be issued a disposable face mask upon signing in at the main office and will be instructed to wear the face mask at all times. Instances of non-compliance will result in the guest being escorted from the building by the security officer.

Hygiene

- Every classroom will be supplied with the necessary hand sanitizer.

- Supplies (paper towels, soap, 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 newsletters, web pages, bulletin boards, and the like. It will include:

  - Hand-washing schedule
  - Room and materials cleaning schedule

- All teachers will teach the following to students on the first day of school and reinforce weekly or as often as needed (this may be done via video as well):

  - Proper handwashing on the first day of school and reinforce weekly or more often, if needed
  - How to cough and sneeze into elbows, or to cover with a tissue and dispose of it in the trash

- Proper mitigation strategies including hand washing and sneezing will be communicated to families via newsletters, web pages, bulletin boards, and the like. Families will be asked to review and reinforce with their students.

- The Maintenance department in collaboration with the district office will:

  - Procure an adequate stockpile of soap, hand sanitizer, paper towels, and tissue prior to the first day of school on September 8, 2018.

  - Post signage related to cleaning and hygiene strategies in each room, restroom, throughout the hallways prior to the first day of school.

- The custodial staff will monitor hygiene supplies and refill as needed three times daily.

- Hand sanitizing stations as deemed necessary during walk-through with building leaders will be placed throughout all buildings no later than August 15, 2020.

- Sharing school supplies will be limited, and each student will have their own supply box for materials.

- A list of these supplies will be generated as appropriate for each grade level and communicated to families.

- Playground equipment will be cleaned at least once daily and a class schedule will be created to promote social distancing and cleaning.

- A training on cleaning materials and protocols will be provided to staff through a virtual meeting prior to the start of school. This training will show the proper use of PPE when cleaning, protocols for the classroom, and storage of cleaning materials.

- Indoor gatherings that bring together students from more than one classroom are prohibited.

Spacing, Movement, and Access

- Students will remain with their class throughout the school day.
- As feasible, desks will be arranged facing the same direction toward the front of the classroom.
- Where possible, desks and students will be spaced six feet apart in classrooms.
- Efforts will be made to maintain six feet of distance between people in the hallways. Staggered movements at incremental intervals will be used if feasible to minimize the number of individuals in the hallways.
- Specials will be brought to the classrooms instead of having students move to different locations.
- Staff will monitor arrival and dismissal procedures to ensure students go directly to their classrooms.
- When possible, physical education and other courses will be held outside and social distancing of six feet should be practiced.
- Family members and other guests are not allowed in the school building except under extenuating circumstances determined by district and school administration.
- Guests entering the building (beyond the reception area) will be screened for symptoms, wear a face mask, and sanitize hands prior to entering.
- Strict records including date and time, will be maintained for non-school employees or other visitors entering and exiting the building.
- Signage will be posted in all buildings indicating proper social distancing.

- Signs providing information regarding the importance of social distancing will be displayed.
- Floor markings will be used in appropriate areas (i.e. reception areas, cafeteria, line areas) of the buildings to designate proper social distancing.

Screening Students and Staff

- The Academy will cooperate with the local public health department regarding implementing protocols for screening students and staff. A copy of our screening protocols will be in alignment with the local public health department. This protocol will be reviewed monthly by district and building administrators.

- Each school building will identify a remote and secluded quarantine room to serve as an isolation area for students or staff who become ill with COVID-19 symptoms until they are picked up. This room will be outfitted with appropriate PPE including gowns, face shields, masks, gloves, sanitizing wipes, an internet-connected computer, and 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.

- Students or staff who become ill with symptoms of COVID-19 will be placed in the identified quarantine area with a face mask in place until they can be picked up. Identified school staff caring for these students must wear a surgical mask.

- From the time of identification of potential infection, the student or staff 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.

- Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.

- 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 before the student can return to school.

- Positive tests for staff members will result in a required quarantine away from school for 14 days. Days of quarantine for COVID-19 positive results will not count against employee sick time allocations.

- Symptomatic staff sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines .

- During the time of quarantine, the student will be asked to identify the location and individuals they came into contact with for the past 48 hours to the best of their ability. Priority will be placed on those individuals that they were in contact with for a sustained period of 15 minutes of more.

- The local public 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 the appropriate electronic form that they are safe to work. This will include taking their temperature and reporting this daily on the electronic form.

- Staff who are unable to work due to displaying COVID-19 systems will be required to report this to the school through the electronic form as well as to their direct Supervisor and the Employee Leasing Company. The HR Director 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.

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

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

- Parents and guardians should check their child's temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home.

- Parents and guardians should monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.

Testing Protocols for Students and Staff and Responding to Positive Cases

- Parents and guardians should check their child's temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home.

- Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance.
- Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing.
- Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19 or have been released from isolation according to CDC guidelines.
- 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.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts so that they can be quarantined for 14 days at home.
  Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.

Responding to Positive Tests

- Staff will notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- The Local Public Health Department will initiate contact tracing, following regular public health practice.
- Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious.
- Local public health officials will provide instruction about return to work, using the most current guidelines from the CDC for this
- The Employee Leasing Company will provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. Even if a family/student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test.

Food Service

The Food Service Department will:

- Disinfect frequently touched surfaces with EPA approved disinfectant after each breakfast and lunch.
- Utilize PPE to serve food.
- Post signage and floor markings to indicate proper social distancing;
- Provide hand sanitizer for use before and after meals

- Discontinue self-serve areas;
- Limit the number of main courses available to reduce the number of students in line.
- Students will eat in the classroom and/or cafeteria maintaining social distancing to the greatest extent possible.
- Elementary students will be seated with their class and maintain social distancing to the greatest extent practicable.
- Students, teachers, and staff should wash or use hand sanitizer on their hands before and after every meal.

Gathering, and Extracurricular Activities

- Indoor assemblies that bring together students from more than one classroom are prohibited.
- Off-site field trips that require bus transportation to an indoor location are suspended. Recess will be conducted outside whenever possible with appropriate social distancing and cohort of students. If more than one class is outside, students should wear facial coverings.

Athletics

- All athletic programming will be suspended until the region has maintained Phase V status for at least 28 consecutive days. At that point, consideration for resuming athletics for the next available sports season will be made. Budgetary priorities for core instruction and safety as well as considerations regarding the ability to train, clean/disinfect equipment, safely transport students, and enforce social distancing contributed to this decision.

Cleaning

- Frequently touched surfaces, including light switches, doors, benches, and bathrooms, will undergo cleaning at least every four hours with either an EPA-approved disinfectant.
- Custodial staff will maintain a record of locations and times the areas are cleaned. These records will be monitored regularly by the District Office.
- Libraries, computer labs, arts, common areas, and other classrooms must undergo cleaning after every class period with an EPA-approved disinfectant. These areas will be checked out through a building-use process.
- Student desks must be wiped down with after every class period.
- Teachers will be provided the appropriate cleaning solution.
- The playground will continue to undergo normal routine cleaning using an EPA-approved disinfectant.
- The Maintenance department will ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from students, and with adequate ventilation when staff use products.

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

Busing and Student Transportation

- Contact will be made to all transportation companies that support the district to ensure that they have received a copy of the criteria in the MI Safe Schools: Michigan's 2020 Return to School RoadMap.

- A weekly meeting will be held with district transportation supervisors or contracted transportation departments to review the criteria required for phase 4 and discuss concerns or issues arising.
- A breakdown of the abovementioned items will be presented in all RFP's to the contracting companies to ensure that they can comply with the items required.

- Contracts will incorporate the cleaning, sanitizing and professional development that is needed for busses.

- Signage will be added to each bus to address the use of face masking of all students and drivers, use of hand sanitizers and cleaning protocols.

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- Schools will clean and disinfect transportation vehicles before and after every transit route. Children will not be present when a vehicle is being cleaned.

- Schools will clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.

- Busses will be properly cleaned after the departure of the last child from each run once the bus has returned to the transportation garage. Logs will be maintained for a period of 90 days.

- Students are required to use hand sanitizer before entering the bus. Hand sanitizer will be supplied on the bus.

- All PK – 12th grade students, staff, and bus drivers must wear facial coverings during school transportation.

- 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 will be sent out weekly to families related to the mandatory nature of wearing a face mask on the bus and that all staff and students, if medically feasible, must wear it in order to be transported.

- 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.

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- Bus drivers, weather permitting, will keep windows open on the bus both in route and when stopped.

- If a student becomes sick during the day, they will not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they will follow protocols for sick staff outlined above and will not return to drive students.

- Weather permitting, doors and windows will be open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.

- If a student becomes sick during the day, they must not use group transportation to return

  home. If a driver becomes sick during the day, they must follow protocols for sick staff and must not return to drive students.

Medically Vulnerable Students and Staff

- All student plans (IEPs, 504s, etc.) will be reviewed to accommodate special healthcare needs.
  to decrease their risk for exposure to COVID-19.
- The Academy will communicate with all families and staff to self-identify as high-risk for severe illness due to COVID-19 and will make accommodations, to the extent possible, to develop a plan for alternative learning or work arrangements.

- To the extent possible, the Academy will enable staff who are high-risk for severe illness to minimize face-to-face contact and allow them to maintain a distance of six feet from others.

Mental & Social-Emotional Health: Phase 5

Phase 5 will contain the same restrictions as identified in Phase 4. However, based on the state of the Pandemic, restrictions may be reduced to the action steps recommended in phase 5 of the MI-Safe Start Return to Schools Roadmap

Introduction

During phase 5, Old Redford Academy will remain committed to addressing the social and emotional wellbeing of students, families, and staff. The goal is to remain connected, educate, and inform all members of our community so they receive the supports necessary to succeed academically, socially, and emotionally during the return for in-person instruction.

Screening for mental health and potential risk factors will be a priority and a collaborative team effort. Screening will be HIPAA and FERPA compliant while adhering to mandated reporting guidelines. The Academy will refine and communicate referral processes and protocols to identify students who may need additional support or targeted intervention.

If a student shows risk factors such as anxiety, depression, trauma, or substance use, parents will be notified and a referral may be made to an outside agency. If a follow up is necessary, the school support team will coordinate with outside agencies, as well as develop and implement school supports as needed.

In addition, the Academy will provide the following resources to families and staff:

- List of wellness resources available to both staff and students/families that reference school and community wellness resources.

- Resources for staff self-care, including resiliency strategies from the TRAILS program affiliated with the University of Michigan Medical School.

- Provide regular district updates, return to school transition information including:

  - General best practices of talking through trauma with children
  - Destigmatization of COVID-19
  - Understanding normal behavioral response to crises
  - Positive self-care strategies that promote health and wellness

- *Students Mental Health and Wellness Support K-12* – Remote programs will be hosted by counselors, social workers, and therapists to provide a safe space for students engage in mindfulness practice and stress de-escalation techniques.

- Provide office hours and remote phone number for school counselors and social workers during the suspension of in-person instruction.

Professional Development

Professional development will be provided in multiple formats. A Google classroom has been created as one component of the virtual learning environment for the 2020-2021 school year. This format will serve as a centralized location for staff to access appropriate tools and resources as well as to provide professional development on current mental health topics and evidence based practices such as:

- Trauma Informed Care
- Mindfulness practices
- Resilience for Youth and Adults
- Compassion Fatigue and Self Care
- Mental Health Awareness
- Overcoming Anxiety

Additional professional development opportunities will be provided by support staff (e.g. counselors, social workers, psychologists and external community agencies) on the following topics:

- Understanding Post Traumatic Stress and Secondary Stress
- Signs of Depression
- Signs of Drug and Substance Use in Youth and Teens
- Reporting Abuse and Neglect
- Crisis Management for the loss of a student, staff member or family member
- Homelessness/Transitional Living- All school personnel will be given the guidelines for homelessness and if a student is flagged, the district's homeless liaison will contact parents, provide the McKinney Vento paperwork, and make the necessary referrals for food, housing, etc.

The Academy will continue to leverage MDE resources for student and staff mental health and wellness support as well as policies and guidance.

Instruction: Phase 5 (IN-PERSON)

Governance

Stakeholder feedback – Old Redford Academy's Academic Leadership Team, which is comprised of the Superintendent, Chief Academic Officer, Instructional Coordinator, Data Coach, Dean of Academics, Principals, and Assistant Principals, is committed to engaging in ongoing dialogue through virtual focus groups and conversations with various stakeholders such as families, teachers, and students for the purposes of gathering feedback as well as disseminating vital information.

In-Person Instruction

Distribution of Plan – Old Redford Academy's In-Person Learning Plan will be shared publicly via the Academy's website. Additionally, links to the plan will be posted on the Academy's various Social Media sites. The following structures and protocols will be implemented to ensure a rigorous, engaging, and academically sound in-person instruction.

- Procure and allocate funding for additional intervention services and programs.

- Continue to promote (through internal and external professional development) digital literacy and the transition to online platforms.

- Determine and implement a structure for afterschool programming, fieldtrips, in-person conferences, school-wide meetings and events, and athletics.

- Maintain consistent communication with families to disseminate important announcements as it pertains to state and federal compliance.

High-Quality Instruction and Engagement – Old Redford Academy has implemented and/or established the following instructional protocols to ensure the delivery of standards-aligned curricula through best practice strategies that promote student engagement, consistency, and differentiation.

- The Academy will continue to utilize a Learning Management System to:

    - Facilitate the daily delivery of teacher's lessons
    - House important classroom information such as assignments, assessments, announcements, and student reference documents
    - Track student attendance and participation
    - Track and report student progress

- The Academy will utilize an Assessment Data Bank and Warehouse to house all of the Academy's Common Formative Assessment data as well as provide a platform for teachers to create and assess classroom formative and summative assessments. The platform will also serve a weekly data dashboard to report student progression.

- The Academy will continue to require weekly lesson plans submission from all instructional staff. Weekly lesson plans will be shared via each teacher's virtual classroom. Each weekly lesson plans provides the following:

    - Common Core Standard(s)
    - Objective
    - Direct Instruction
    - Student Practice
    - Student Demonstration
    - Modifications/Accommodations

- The Academy utilizes a K-12 comprehensive curriculum alignment for all core subjects. The Chart below details each curricular resource by subject area including if the resource has online component and/or consumables.

	ELA/English	Mathematics	Science	Social Studies	MTSS
Grade K	CKLA 2018 Edition OL / Cons	Engage NY Math 2016 Edition OL/ Cons	McGraw Hill- Inspire Science Edition 2017 OL / Cons	McGraw Hill- Networks Edition 2014 OL / Cons	MyMath- Math CKLA- ELA OL
Grade 1	CKLA 2018 Edition OL / Cons	Engage NY Math 2014 Edition OL/ Cons	McGraw Hill- Inspire Science Edition 2017 OL / Cons	McGraw Hill- Networks Edition 2014 OL / Cons	MyMath- Math CKLA- ELA OL
Grade 2	CKLA 2018 Edition OL / Cons	Engage NY Math 2016 Edition OL/ Cons	McGraw Hill- Inspire Science Edition 2017 OL / Cons	McGraw Hill – Networks Edition- 2014 OL / Cons	MyMath- Math CKLA- ELA OL
Grade 3	CKLA 2018 Edition OL / Cons	Engage NY Math 2016 Edition OL/ Cons	McGraw Hill- Inspire Science Edition 2017 OL / Cons	McGraw Hill- Michigan / Networks Edition 2016 OL / Cons	MyMath- Math CKLA- ELA OL
Grade 4	CKLA 2018 Edition OL / Cons	Engage NY Math 2019 Edition OL/ Cons	McGraw Hill- Inspire Science Edition 2017 OL / Cons	McGraw Hill- Michigan / Networks Edition 2016 OL / Cons	MyMath- Math CKLA- ELA OL

Grade 5	Engage NY ELA 2016 Edition OL/ Novels	Engage NY Math 2014 Edition OL/ Cons	Stemscopes 2020 Edition OL/ Cons	Oakland School Curriculum- MC3 2012 Edition OL	Mapskils ELA and Math OL
Grade 6	Engage NY ELA 2019 Edition OL/ Novels	Engage NY Math 2016 Edition OL/ Cons	Stemscopes 2020 Edition OL/ Cons	Oakland School Curriculum- MC3 2012 Edition OL	Mapskils ELA and Math OL
Grade 7	Engage NY ELA 2018 Edition OL/ Novels	Engage NY Math 2016 Edition OL/ Cons	Stemscopes 2020 Edition OL/ Cons	Oakland School Curriculum- MC3 2012 Edition OL	Mapskils ELA and Math OL
Grade 8	Engage NY ELA 2018 Edition OL/ Novels	Engage NY Math 2016 Edition OL/ Cons	Stemscopes 2020 Edition OL/ Cons	Oakland School Curriculum- MC3 2012 Edition OL	Mapskils ELA and Math
Grade 9	Engage NY ELA 2016 Edition OL / Novels	Engage NY Math Algebra I 2016 Edition OL/ Cons	OS / MAISA Curriculum 2009 Edition OL	Oakland School Curriculum- MC3 2012 Edition OL	Edgenuity Specialized Courses and Test Prep OL
Grade 10	Engage NY ELA 2016 Edition OL / Novels	Engage NY Math Geometry 2016 Edition OL/ Cons	OS / MAISA Curriculum 2009 Edition OL	Oakland School Curriculum- MC3 2012 Edition OL	Edgenuity Specialized Courses and Test Prep OL
Grade 11	Engage NY ELA 2016 Edition OL / Novels	Engage NY Math Algebra II 2018 Edition OL/ Cons	OS / MAISA Curriculum 2009 Edition OL	Oakland School Curriculum- MC3 2012 Edition OL	Edgenuity Specialized Courses and Test Prep OL
Grade 12	Engage NY ELA 2015 Edition OL / Novels	Engage NY Math Pre-Calculus or Finance 2016 Edition OL/ Cons	OS / MAISA Curriculum 2009 Edition OL	Oakland School Curriculum- MC3 2012 Edition OL	Edgenuity Specialized Courses and Test Prep OL

*OL – Online Component or Digital Suite

*Cons – Consumables

Assessment of Each Student's Academic Readiness Level – The Academy will implement the following Week One Diagnostic Plan

- In the subjects of ELA and Math, for grades K-12, week one of instruction will focus on diagnostic instruction through both grade-level screener exams as well as informal, formative assessments.

- Two weeks prior to the start of school, the Academy will send ongoing communication to families to not only inform them of the diagnostic exams, but also explain the purpose and importance of them. Likewise, this information will be shared on the Academy's website as well as Social Media sites.

- Building Leadership Teams will share individual student data with parents digitally. For students who have been identified below grade level, the Building Leadership Team along with the classroom teacher(s), and parents, and when appropriate the student, will meet virtually to discuss an individualized plan of instruction to address the identified gaps.

- All core teachers will utilize both the individual and grade level data to heavily inform their quarter 1 instructional focus.

Review of IEP, IFSP, and 504 Plans – The Academy's Academic Leadership Team in conjunction with the Director of Special Education and Wrap Around Services will collaborate to ensure that the appropriate modifications and/or accommodations are being made to all general education lesson plans and instruction. Likewise, Resource Room teachers will collaborate with general education teachers to ensure alignment in instruction when delivering services as detailed in a student's IEP, IFSP, or 504 plan(s).

Support for Students Transitioning to Postsecondary – The Academy's High School Leadership Team and Counseling Department will offer the following supports to students transitioning to postsecondary:

- External partnerships with community-based organizations focused on assisting students with the process of applying for college, applying for scholarships and financial aid, and completing and submitting college admission applications
- Organizing virtual college tours
- Organizing virtual onsite college admission fairs

Instructional Monitoring and Compliance – The Academy will utilize the following instructional monitoring and compliance protocol:

- Weekly, the Academy's Leadership Team will meet virtually to discuss and ensure compliance with all MDE policies and guidelines.

- Weekly, lead teachers will ensure that each teacher on their team has submitted lesson plans that comply with their respective pacing guide and indicate to Building Leadership any missing plans or plans that require feedback and/or follow-up.

- Weekly, the Instructional Coordinator will monitor virtual instruction of K-12 teachers and provide feedback on instructional strategies, virtual best practices, and curricular pacing. Virtual instruction will be monitored on a tier-system based on subject area being taught, teacher effectiveness rating, and years of teaching.

- Bi-weekly, the Data Coach will virtually meet with teacher grade level or content area teams. Prior to the administration of the upcoming Common Formative Assessment, the meeting will focus on reviewing the assessment and ensuring that instruction is aligned to the assessment. After the assessments have been scored, the meeting will focus on data trends and individual student deficits.

- Bi-weekly (for a total of 4 times per quarter), Building Leadership Teams will conduct a gradebook audit for each teacher. The purpose of the audit is to ensure that teachers have assigned and scored a minimum of two entries per week, and a minimum of one entry per category by the quarter's midpoint and a minimum two entries per category by the quarter's end.

- *Common Formative Assessments* – For grades K-12, in the subject areas of ELA and Math, the Academy has designed grade level pacing guides that details the required common formative assessments for each quarter or learning. These assessments not only drive instruction, but also provide vital data points around student proficiency.

Support for Students Needing Wrap Around Services – The Academy's Academic Leadership Team in conjunction with the Director of Special Education and Wrap Around Services will collaborate to ensure that any student needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers will be accommodated in accordance to the individualized recommendations outlined for the student.

Communication and Family Supports

The Academy is committed to maintaining frequent communication with all families through various modes of communication such as phone calls, emails, text messages, home visits, newsletters, and social media.

The Academy will use the above stated modes of communication to share information on the following topics:

- Important dates relating to school closures and reopening
- Grade-level proficiencies
- Common formative assessments
- Daily instructional times
- Teacher office hours
- Administration office hours
- Quarter and Semester start and end dates

- Progress Report and Report Card posting dates
- Family Support and Engagement
    - Directions for accessing the Parent Portal for our SIS
    - Directions for accessing the Parent Resource Center (including grade-level enrichment for home activities)
    - Virtual trainings on digital literacy

Professional Learning

The Academy utilizes various professional development modes to ensure the continues growth and improvement of our instructional staff and leadership. These modes are as detailed below:

- *Weekly Internal Professional Development* (60 Minutes) – Topics are based on lesson plan and instructional monitoring feedback and include areas such as but not limited to management, learning strategies, student engagement, re-teaching, and pacing.

- *Internal Professional Development:* Early Release Wednesdays (2.5 Hrs.) – Topics are centered on standardized test prep and data results.

- *Professional Learning Communities* (60 Minutes) – Each teacher participates in a weekly PLC by grade-level for K-5 and Content Area for grades 6-12. The focus of the grade level and content area PLC work is centered on the Academy's Common Formative Assessment protocol.

- *1:1 External Professional Development* – Teachers, support staff, and building administration are encouraged to seek external professional development opportunities that are specific to their area of expertise and submit a request for participation. Requests are granted on an individual basis. Additionally, The Academy's Academic Leadership Team regularly recommends specific external professional development to teachers, support staff, and building administration based on district initiatives (as aligned to our School and District Improvement Plans), personal improvement plans, and pilot programming.
- *Group Level External Professional Development* – The Academy is committed to ensuring that each building has training in the areas of culturally responsive education, social and emotional learning, restorative practices, and virtual instruction.

Monitoring

The Academy has ensured that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork by implementing a one to one student laptop program. Further, through family survey data, the Academy will provide internet hotspots for any households that demonstrate need.

The Academy's protocol for monitoring student attendance will be as follows:

- Daily, each teacher will record student attendance for each class/course, as indicated by a student's login to our Learning Management System.
- Teachers will track student attendance weekly and report/submit it to their building leadership team.
- Weekly, the building leadership teams will report student attendance by grade level, providing both a ratio and percentage of positive attendance.
- Any grade level with less than 90% attendance will be analyzed for individual student attendance.
- Students with more than 1 absence per week of 2 absences per month will be monitored by building leadership.
- Students with chronic absenteeism will be asked to attend a virtual meeting to discuss the impact of attendance on student progression. Likewise, both parents and students will be asked to sign an attendance contract agreeing to significantly reduce the student's number of absences moving forward. After the meeting, the student's attendance will continue to be monitored weekly.

Student Work – Weekly, teachers will ensure that a minimum of two new entries have been scored and recorded in their grade book. Each parent has individualized access to the parent portal to review their student's progress at any time. In addition to weekly gradebook updates, the Academy will generate a Progress Report for each student at the midpoint of each quarter and a Report Card for each student at the end of each quarter. At the time of both quarterly progress and report cards, building leadership will identify students falling significantly below proficiency in one or more subject areas. Students identified will automatically receive multi-tiered supports and intervention. Lastly, and for the purposes of self-reflection, students will complete a Student Self-Evaluation Form for each Common Formative Assessment. Students are required to keep their SSEFs in their academic portfolio to serve as visual of academic progression throughout the year.

Operations: Phase 5

Phase 5 will contain the same restrictions as identified in Phase 4. However, based on the state of the Pandemic, restrictions may be reduced to the action steps recommended in phase 5 of the MI-Safe Start Return to Schools Roadmap.

Facilities

- The Academy will follow a system to audit and inventory all necessary cleaning and disinfecting supplies.
- The custodial staff will conduct a deep cleaning of each district facility.
- The Maintenance department will check HVAC systems at each building to ensure that they are running efficiently. Air filters will be changed regularly.
- Prior to the start of the school year, building principals will conduct and document a facility walk-through with the Chief Operating Officer and custodial staff to ensure that classrooms, common spaces, and the exterior are ready for staff and students as well as ensure cleaning expectations.
- All classrooms will be audited to ensure proper ventilation.
- Custodial service provider will conduct advanced training for custodial staff, as needed.

Budget, Food Service, Enrollment, and Staffing

- Building principals will implement arrival and departure procedures that limit a large number of students from gathering.
- A staffing will be developed to account for teachers and staff who are not returning.
- The Employee Leasing Company will continue to recruit and hire new staff, as needed.
- Policy changes relative to attendance and graduation requirements will be presented to the Board of Directors as they become available.
- The Student and Parent Code of Conduct revisions will be presented to the Board of Directors at the August Board Meeting.
- Additions to the handbook include but are not limited to face masks, attendance, grading, and graduation requirements.
- The Academy will CARES Act funding for activities that are necessary to maintain the operation of and continuity of services to support instruction.
- By August 10, 2020, building principals will modify master schedules, finalize arrival/dismissal procedures, lunch schedules, and bell schedules with the incorporation of safety protocols.
- The Chief Financial Officer and other district administration will continue to engage school leaders in different budgeting scenarios to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.

Technology

The Technology Department will complete the following:

- Assess the condition of devices and support any student and/or family needing support with connectivity or devices.
- The district is prepared to distribute devices and hotspots to support these needs.
- Designate a single point of contact in each school to plan and communicate with district technology teams.
- Implement district-wide procedures for return and inventory of district-owned devices. The procedures include:
    - Safely bagging devices collected at schools
    - Sanitizing the devices prior to a repair or replacement evaluation
    - Ordering accessories that may be needed
    - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- Utilize the district's asset/inventory record-keeping system.
- Evaluate and maintain all technology infrastructure (Wi-Fi, networks).
- Develop a technology support plan for families.
- Utilize the district's learning management system to organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.
- Continue infrastructure evaluations until all issues are resolved.

Busing and Student Transportation

- Contact will be made to all transportation companies that support the district to ensure that they have received a copy of the criteria in the MI Safe Schools: Michigan's 2020 Return to School RoadMap.

- A weekly meeting will be held with district transportation supervisors or contracted transportation departments to review the criteria required for phase 4 and discuss concerns or issues arising.

- A breakdown of the abovementioned items will be presented in all RFP's to the contracting companies to ensure that they can comply with the items required.

- Contracts will incorporate the cleaning, sanitizing and professional development that is needed for busses.

- Signage will be added to each bus to address the use of face masking of all students and drivers, use of hand sanitizers and cleaning protocols.

- An ordering plan and schedule to obtain cleaning supplies in compliance with the CDC that can be utilized in the cleaning of the bus between routes and the wiping down of frequent areas of contact will be developed

- Schools will clean and disinfect transportation vehicles before and after every transit route. Children will not be present when a vehicle is being cleaned.

- Schools will clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.

- Busses will be properly cleaned after the departure of the last child from each run once the bus has returned to the transportation garage. Logs will be maintained for a period of 90 days.

- Students are required to use hand sanitizer before entering the bus. Hand sanitizer will be supplied on the bus.

- All PK – 12th grade students, staff, and bus drivers must wear facial coverings during school transportation.

- 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 will be sent out weekly to families related to the mandatory nature of wearing a face mask on the bus and that all staff and students, if medically feasible, must wear it in order to be transported.

- 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.

- Professional development will be required for all bus drivers related to the changes including the appropriate usage of face masks and policies regarding the requirement of their usage on the bus, hand sanitizing, and cleaning protocols to address the cleaning and disinfecting of the bus before and after every route. A check sheet with time and date of each cleaning will be provided to staff to complete each time the bus is cleaned.

- Bus drivers, weather permitting, will keep windows open on the bus both in route and when stopped.

- If a student becomes sick during the day, they will not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they will follow protocols for sick staff outlined above and will not return to drive students.

- Weather permitting, doors and windows will be open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.

- If a student becomes sick during the day, they must not use group transportation to return home. If a driver becomes sick during the day, they must follow protocols for sick staff and must not return to drive students.

Plan for Operating during Phase 6 of the
Michigan Safe Start Plan

If the Academy is in Phase 6 of the Michigan Safe Start Plan, all students will attend school and there will be a return to normal operations.

Van Atten-Densmore, Amy Sue

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.