



## **Orchard Academy COVID-19 Preparedness and Response Plan**

Address of School District: 10301 Woodward Ave. Detroit MI 48202

District Code Number: 82769

Building Code Number(s): 03616

District Contact Person: Susie Weiner

District Contact Person Email Address:

Local Public Health Department: Wayne County Health Department

Local Public Health Department Contact Person Email Address:

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors: August 4, 2020



August 14, 2020 [via email]

Ms. Susan Weiner  
Orchard Academy  
10301 Woodward Ave.  
Detroit, MI 48202

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

Dear Ms. Weiner:

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

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

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

Sincerely,

A handwritten signature in black ink that reads "Corey Northrop". The signature is fluid and cursive, with the first name "Corey" and last name "Northrop" clearly legible.

Corey Northrop  
Executive Director

cc: Israel Pinson, Board President  
Holly Kilburn, 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**

Orchard Academy (the “Academy”)

A special meeting of the Academy Board of Directors was held on the 4th day of August, 2020, at 4:30 p.m

The meeting was called to order at 4:30 p.m. by Board Member Israel Pinson \_\_\_\_\_:

Present: Israel Pinson, Rachel Taubman-Glickfeld, Benjamin Rosenzweig \_\_\_\_\_

Absent: George Roberts \_\_\_\_\_

The following preamble and resolution were offered by Board Member R. Taubman-Glickfeld and supported by Board Member B. Rosenzweig \_\_\_\_\_:

**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.

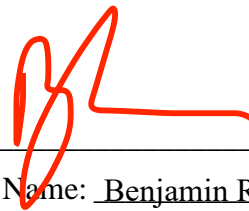
**THE ACADEMY BOARD THEREFORE RESOLVES THAT:**

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: 3/0

Nays: None

Resolution declared adopted.



Print Name: Benjamin Rosenzweig

Secretary, Academy Board



### **Assurances**

- The Academy will cooperate with local public health authorities if a confirmed case of COVID-19 is identified and, in particular will collect the contact information for any close contacts of the affected individual from two days before he or she shows symptoms to the time when he or she was last present at the Academy.
- The Academy acknowledges that it is subject to the rules governing workplace safety established in section 1 of Executive Order 2020-114 or any successor order, and has adopted a Workplace Preparedness Plan. A copy of this plan is attached.
- The Academy will be or is closed to in-person instruction when the region in which it is located 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 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.

Israel Pinson

President, Board of Directors

Board Approved: 08/04/2020



## **Introduction and Overview**

Orchard Academy is new public school academy welcoming students for the first time in the fall of 2020 in grades K, 1<sup>st</sup> and 2<sup>nd</sup> and will add a grade each year until we have grades K-5. Orchard Academy's educational program is modeled after Charyl Stockwell Academy (CSA) in Hartland Michigan which is a high performing public school district that uses state of the art instructional best practices in a K-12 school setting.

**The mission** of Orchard Academy is to provide a safe and enriching place for children to grow from early childhood through adolescence, while providing those children with specific learning activities that allow each of them to meet and exceed academic requirements in preparation for success in college, career, and life.

The mission of the Orchard Academy incorporates the following beliefs:

- The Academy believes in the education of the “whole child.” The Academy addresses each student’s cognitive/intellectual, social/emotional, moral/character and physical/sensory needs as the teachers engage students in educational experiences.
- The Academy believes in providing an education for students that honors their growth and development.
- The Academy believes in using identified “best practices in education,” as indicated by valid research in the field.
- The Academy believes in the importance of holding high expectations for Academy students’ progress and success in their cognitive/intellectual, social/emotional, moral/character and physical/sensory achievements.
- The Academy believes in continuous improvement activities as the vehicle for achieving and sustaining a standard of educational excellence.
- The Academy believes in the meaningful and purposeful involvement of all stakeholders in the education of students at the Academy.

### **Philosophies**

The following educational philosophies are fundamental to the mission of the Orchard Academy:

#### **Education of the “whole child”**

Education of the “whole child” at the Academy means addressing each student’s cognitive/ intellectual, social/emotional, moral/character, and physical/sensory needs to plan instruction and engage students in educational experiences.



### **Human Development Education**

Human development education is the cornerstone of the Educational Programs. This approach recognizes and honors the fact that all humans go through the same basic stages of development but progress at different paces. The continuous progress/mastery learning system utilized at the Academy is the organizational framework that supports the human development education approach.

### **High Expectations**

Within the human development education, the Academy plans instruction with high expectations for each student's ability to master new learning. High expectations result from a strong belief in the unlimited potential of each student that fosters high student performance.

### **Internal Motivation Psychology**

The Academy utilizes internal motivation psychology as the preferred method for guiding and shaping the social, moral and intellectual skills of students. Internal motivation psychology promotes and develops the intrinsic motivation of students to perform, to develop higher level thinking skills and to identify core values that serve to guide students throughout school and into adult life.

The internal motivation psychology approach includes the following four components:

- Teachers and faculty have knowledge of the human development characteristics of student age groups and apply the information toward the organization of the classroom environment, daily instruction and in building relationships with students.
- Teachers and faculty focus on building positive relationships. Teachers model and teach the seven caring habits and six character traits students are expected to learn and demonstrate in the academic environment.
- Teachers teach and apply the basic core democratic values in the classroom with regard to respect for the individual as well as responsibility for the "common good."
- Teachers and faculty teach social protocols and procedures to bring organization and order through established routines in the learning environment. As procedures and protocols are learned, students understand the expectations for participation, interactions and navigation in the academic setting

Orchard Academy features a continuous progress/mastery learning approach that allows all students to move at their own pace but expects all students to master the curriculum at 80% proficiency or better. Classrooms feature a small student to teacher ratio and instruction is always differentiated to address the needs and interests of each



student. The K-5 program will offer music, art, physical education, and foreign language, and incorporates a strong program for the academically gifted as well as a comprehensive system of support for students with learning challenges.

Orchard Academy will also use a whole child approach that develops the sensory/physical, social/emotional and moral/character aspects of each child while making sure the school is a safe place where children can grow and learn in a high expectations academic/intellectual environment. Orchard Academy will be adopting the character education program, Smart Character Choices, which was developed by Charyl Stockwell Academy District and is research-based and nationally recognized. It includes the components of the most effective and thoroughly researched anti-bullying strategies and interventions. Students follow a code of conduct and defined uniform dress code that promote a wholesome and age-appropriate atmosphere.

Orchard Academy will provide students with an education that honors their growth and development, using identified “best practices in education” as indicated by valid research in the field.

After reflecting on student learning, potential student participation, and utilizing feedback from potential parents, staff and the community we will be providing our families with options for learning over the 2020-2021 school year. We expect many of our families will request the opportunity to continue with an online learning format for the 2020-2021 school year, as they feel it would be the safest option for their family. Therefore, we will be adopting the CSA framework developed for their Continuity of Learning Plan and extending it in multiple ways, as is reflected in our Phase 1, 2, or 3 Plan. After surveying our potential families, many have also requested both hybrid and a full return to school options for learning next year. These plans will be reflected in our Phase 4 and Phase 5 Plans. Our Phase 4 and Phase 5 Plans will also include the online option for families, therefore we will be offering our families three options for learning over the 2020-2021 school year when in Phases 4 and 5: a fully online learning option, a hybrid learning option, and a full-time return to school option.

The guiding principles that drove our planning, decision-making and then execution of the Orchard Academy Return to School Plan:

- ★ We will be mission driven. All decisions will be filtered through the Orchard Academy Mission and Core Philosophies.
- ★ We will put safety first. We will leverage science, data and public health leadership to inform the choices we make.





- ★ We will listen. We will bring together diverse stakeholders and experts to help us understand the realities of the current environment and work to develop creative solutions.
- ★ We will be transparent. We will share what we know and acknowledge what we still have more to learn/discover. We will be clear about what we can control and what is outside of our control.
- ★ We will be equitable. We will use a Whole Child approach to center decisions on what is best for all students, families and educators, especially those most impacted by educational inequities and COVID-19.
- ★ We will be decisive. Given the size and scope of the challenge, we must move deliberately and make tough choices. We will make mistakes and we will adapt quickly as variables in the environment change.



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

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

**Orchard Academy does not yet provide busing, athletics or after school activities and as such these subsections are not applicable to the academy at this time.**

### **Orchard Academy Remote Instruction Plan Overview**

Regardless of what phase or plan our school is in, students will be assigned to a teacher regardless of whether families choose in-person or virtual learning. This will allow the teacher(s) and student to maintain a close relationship and ensure the teacher consistency in their monitoring of student progress for the entire school year. This will also support continuity should a student need to transition from in-person learning to virtual learning or vice versa.

**Phases 1-3 Description:** Should the Detroit region be placed under the state mandated phases 1, 2 or 3 schools are closed for any in-person instruction. All instruction will be by remote learning provided by the school.

### **Licensed Child Care**

Orchard Academy does not offer a licensed child care program.

### **Building Use**

The building will be in use by the following school employees:

Maintenance Team- Our maintenance team will continue to clean and maintain all buildings and surrounding outdoor spaces to ensure the safety of school staff who may still be using the buildings to conduct basic school operations and to ensure we are ready for the return of students, families, and staff when we are able to resume in-person learning.

Teachers- Teachers may use their classrooms to conduct virtual learning and to prepare lessons and materials that may be sent to families as part of their students' remote learning plan.



Office Manager – School office manager may utilize the buildings to facilitate communication between stakeholders and to complete tasks related to maintaining the basic operations of school.

School Administration- School Leader will utilize the building as needed to conduct the basic operations of school and to ensure remote learning plans are implemented optimally.

### **Food Distribution**

Orchard Academy does not provide food to students but will refer families to local food distribution centers as well as provide a list of resources to ensure their basic needs are met.

### **Cleaning Protocols**

Cleaning schedules will continue as normal with a focus on spaces in the buildings that may continue to be in use by school staff. Our Maintenance Team will also use this opportunity to clean our building more deeply per the direction of the school leader.

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

Orchard Academy is committed to serve the social and emotional wellbeing of our students, families, and staff.

- We will assign a point person to centralize mental health referrals and work on communications to families/students.
- We have a comprehensive list of external community based resources available to all stakeholders. This list has multiple resources for student and staff mental health and wellness support including but not limited to:
  - [MDE](#)
- We will communicate with parents/guardians return to school information that includes de-stigmatization of COVID-19, understanding normal behavioral response to crises, general best practice of talking through trauma with children and positive self-care strategies that promote health and wellness.
  - [Destigmatization of COVID-19 resources from the CDC.](#)
- Orchard Academy will provide a list of wellness resources to staff, parents, and students. It will be updated regularly.



Orchard Academy has a procedure for crisis referrals and for addressing mental health concerns resulting from COVID-19. These guidelines include the identification and rapid referral of at-risk students to appropriate building level support staff.

- Homelessness or Transitional Living: All staff are given the guidelines for homelessness. The School's homeless liaison will contact parents, provide the McKinney Vento paperwork, and report to the county McKinney Vento liaison for additional county support and referrals for food, housing, and any other needs.
- The loss of a student, family member or staff will be addressed with the staff. The school social worker will provide grief support, educational resources and resources through local agencies.
- Students Mental Health and Wellness Support: Educational resources will be developed and intervention plans will be implemented based on identified needs.

Orchard Academy will provide staff with training/professional development, implementation support and resources related to COVID-19 issues that occur in our school community.

- Social-emotional learning will be based on the [CASEL Reunite Renew Thrive Roadmap](#).

Orchard Academy will provide resources for staff self-care that includes resiliency strategies.

- Resources for self-care will include resilience strategies from the [TRAILS program affiliated with the University of Michigan Medical School](#).

### **Excluded Protocols**

Orchard Academy will not implement a mental health screening for all students.

Orchard Academy will not designate a mental health liaison.

Orchard Academy has a reporting protocol for school staff regarding mental health status.

Orchard Academy will not activate communication channels to address mental health concerns resulting from COVID-19.



**Phases 1-3 Description:** Should Orchard Academy be placed under the state mandated phases 1, 2, or 3 schools are closed for any in-person instruction. All instruction will be by remote learning provided by Orchard Academy.

### **Governance**

Orchard Academy has created a Return to Instruction and Learning group composed of the Orchard Academy staff and management. This group has appropriately outlined the scope and sequence of instructional targets for the school year and researched and identified optimal online platforms and resources that are aligned to the school's mission, core philosophies and best practices as closely as possible. Parents are being surveyed about instructional options and also being asked about their experiences with remote learning from March through June. The remote learning plan will be shared with all stakeholders prior to the beginning of the school year. Consistent student accountability practice will be integrated into this plan including daily attendance, assignment and assessment completion, and response to instructor feedback.

The Phase 1-3 plan offers remote learning for all students. The following expectations will allow Orchard Academy to provide a remote learning experience while setting up a smooth transition if the academy moves to in-person instruction. These expectations will occur throughout the 2020-2021 school year so students will have access to the same teachers and content whether they are in-person or remote in the future.

### **Remote Instruction**

In Phases 1-3, Orchard Academy will remain closed for in-person instruction. Students will engage in remote learning with an assigned classroom teacher(s) at each grade, with the option to move to in-person instruction with the same teacher(s) should the phase changes to 4 through 6. Orchard Academy teachers will provide the remote instruction.

Orchard Academy will share detailed information about the remote online learning plan with parents in multiple formats in their home language: via email, posted on the school website, and through postal mail. Teachers will be in regular communication with families to ensure students are successful in navigating their remote learning plan, meeting expectations, and making academic gains.



### **Elements of Remote Instruction:**

- Digital platforms were chosen to provide consistency for our teachers and families. Google Classroom and SeeSaw will be utilized in grades K-2. These platforms will allow a consistent location for teachers to communicate with students/parents, send assignments and assessments, and provide resources to support student learning. this consistency will also give teachers the ability to collaborate and share strategies to make their students' experience as optimal as possible.
- The professional development plan includes regular teacher training in utilizing both platforms.
- The academy has purchased video document cameras for each classroom to be utilized by classroom teachers and support each student's remote learning experience.
- Recorded lessons will be uploaded to the online platform.
- Parents will be provided a webinar in how to navigate their student's online platform and will be encouraged to contact the teacher if they need additional support.
- Students learning remotely will be required to view the lessons, complete assignments, engage in assessments, return work, and communicate with their teacher through the platform on a daily basis as required. Daily learning schedules will be posted on the platform for students to follow to ensure students are keeping up with the learning objectives and that assignments are completed and submitted for teacher review and feedback.
- Teachers will utilize a variety of learning modes to promote engagement including:
  - ❖ Pre-recorded lessons
  - ❖ Live whole class instruction through Zoom or Google Meets
  - ❖ Guided group instruction with small groups or one-on-one through Zoom or Google Meets
  - ❖ Online supplementary curriculum that teachers will be able to assign specific lessons to individual students and that students may progress through at their own pace.
- With this delivery method, teachers will be able to deliver standards-aligned curriculum, relevant materials/resources, and provide ongoing feedback.
- Staff will meet in person or virtually regularly, to assess and analyze student



progress, develop differentiated lessons, implement learning interventions when needed, provide learning extensions when needed, and share effective strategies.

- Staff will meet in-person to review students with IEPs and 504 plans. These teams of general education, special education, and support staff will assess student progress and needs and design and implement appropriate accommodations, interventions and services virtually.
- All students will be assessed in the first 30 days of school using formative assessments, screeners or diagnostic assessments given remotely/virtually. This will allow teachers to better understand each student's level of performance and locate deficiencies for immediate interventions.
- Orchard Academy will stay connected with policy and guidance changes from the Michigan Department of Education.
- Attendance for remote learners will be monitored by staff through SeeSaw or Google Classroom through the following areas:
  - 1) Daily monitoring of students logging into their platform account.
  - 2) Students submitting daily assignments and assessments.
  - 3) Required daily communication by the student through the platform.
- The school will develop a consistent protocol between for taking and monitoring student attendance virtually.

### **Special Education:**

IEPs and 504 plans will be reviewed in coordination with general education teachers, the special education teacher, and related service providers to reflect the child's needs based on assessment data and parent feedback. IEP and 504 teams will design accommodations and match services according to the student's individualized needs and aligned with educational opportunities of the general student population.

The academy will strive in good faith to commence remote learning interventions and support services to the extent practicable. Students with disabilities will be provided equal access to alternative modes of instruction provided to students without disabilities.

IEP and 504 teams, including general education teachers, the special education teacher, and related service providers will use structures to collaborate on delivery



methods for assessments and instruction as outlined in IEPs and 504 plans. Student needs around accessibility will be considered and assistive technology will be provided, where appropriate.

Related service providers will develop a continuation of services or instructional plan to foster ongoing learning for students who receive Occupational Therapy, Physical Therapy, Speech & Language, Social Work, or Psychological Services. These services may be delivered using a virtual platform. Plans will allow students and families to meaningfully access the alternative modes of instruction.

### **Communication and Family Support Plan for Remote Learning**

- Along with each student's assigned online platform, students and families will also be kept informed through our website, our weekly school newsletter, school Facebook page, email, phone calls and virtual meetings.
- Communications with students and parents will also include weekly updates from the school leader.
- Webinars will be developed to support parents and students with their remote learning plan.

### **Professional Learning**

Orchard Academy will conduct two full weeks of professional development for teachers and staff from August 24th through September 4th. Professional development and preparation will be conducted in each of the school buildings from 8:00 a.m. to 5:00 p.m. each day.

Professional development will focus on the mission, core philosophies, and best practices utilized throughout the school.

There will be a focus on the best practices of virtual learning with an emphasis on student engagement.





Current Trainings Scheduled for August Include:

- ❖ Dave Burgess, Author of *Teach Like a Pirate*, (Teacher attitude and mindset)
- ❖ Seesaw Online Learning Platform
- ❖ Google Classroom Online Learning Platform
- ❖ Steve McCammon, President of the Schlecty Center, *Working on the Work Virtual Series* (Student Engagement)
- ❖ COVID safety and cleaning procedures/protocols

Regular Professional development will continue throughout the school year:

- ❖ PD Calendar tbd

Professional Trainings throughout the school year may include:

- ❖ Best practices of virtual learning
- ❖ Technology updates, tools, and resources
- ❖ Differentiating instruction virtually
- ❖ Safety, sanitation, and hygiene procedures and protocols
- ❖ Nurturing and supporting students' social and emotional well being

Regular Professional Collaboration will occur on weeks to achieve the following:

- ❖ Develop and revise units of study
- ❖ Analyze student progress
- ❖ Develop differentiated lessons
- ❖ Share strategies and resources
- ❖ Enhance collegial relationships and support professional growth

### **Monitoring**

Technology: Orchard Academy will ensure that all students have a computer or Chromebook and access to internet connectivity to successfully navigate their remote learning plan. The school will provide a Chromebook to students who do not have one. The technology contractor will ensure that all Chromebooks are in working order and the school leader will develop a procedure for parents to check Chromebooks out for the school year.



**Attendance:** The use of SeeSaw and Google Classroom platforms will allow teachers to monitor student remote learning attendance on a daily basis. A protocol will be developed for tracking and monitoring student attendance.

**Student Work:** Teachers will assess student work and provide feedback on a consistent basis to students and parents through their assigned remote learning platform. Interventions will also be provided through this system. Students will also be provided the opportunity to self-assess and set goals when appropriate.

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

### **Facilities**

- Orchard Academy has a system in place to audit all necessary cleaning and disinfecting supplies.
- Orchard Academy Maintenance Team will continue to maintain schools to prepare for the subsequent return of students.
- Orchard Academy Maintenance Team will wear surgical masks when performing cleaning duties.
- Orchard Academy will coordinate with their educational service provider, CS Partners for support with procurement of cleaning and disinfection supplies.

### **Exclusion**

The Orchard Academy will not create a contingency plan to coordinate the use of school buildings for essential actions, including elections, food distribution or childcare, particularly for essential workers.

### **Technology**

#### **Communication and Family Support**

- The Orchard Academy will support families with their technology needs.
- Teachers will monitor student attendance, student use of technology, completion of work and student assessment.
- Training in the use of the online platforms will be provided to families in multiple formats (in-person training and webinar) .



- Students and parents/guardians will be provided with training on submitting assignments electronically. Teachers will communicate with students and parents/guardians weekly about submitted and completed assignments.
- Teachers will be in regular communication with families to ensure their student has the appropriate technology to successfully engage in remote learning.
- Orchard Academy will publish the contact information of the designated school leader in charge of technology.
- All technology will be sanitized prior to distribution to families that will include all items being properly bagged prior to distribution. Inventory of accessories is calculated and purchased if items are needed.

### **Technology Access**

- All students and parents are required to acknowledge the school's Acceptable Use Policy which contains expected behaviors when using technology or accessing online resources. This policy is relevant while students are at school and relevant if learning remotely while at home.
- Any student who borrows a school-owned device will be required to fill out a Device Loaner Agreement prior to being loaned a device.
- Should students need access to devices while at home the school will provide a Chromebook. If this becomes a need, The building Technology Coordinator will contact students or their guardians via email with specific dates and times when devices may be picked up.
- Loaner devices will be identified and kept track of on a Google Sheet.
- When devices are returned they will be collected and moved to a storage location where they will be sanitized prior to re-deployment, replacement evaluation, or repair.
- All repair/replacement of devices will be conducted prior to the beginning of the following school year.
- When devices are collected or distributed, staff doing so will be provided with and will wear proper PPE including a mask and gloves.
- Orchard Academy will make efforts to provide Internet access to students without it in their homes. At a minimum, we will provide exterior hot spots for drive-up Internet access.

### **Professional Development**

- The School Leader will assess professional development needs throughout the year and contract with trainers as necessary.



### **Staff Technology Support**

- Contracted IT company, Charter Technologies, conducts the removal of malware and will fix standard issues as needed.
- Orchard Academy tracks all technology inventory throughout the year.
- Contracted IT company, Charter Technologies, is the primary point of contact to assist with processing, returning and maintaining all technology devices.
- We know how essential it is for Curriculum and Technology to work in conjunction with one another. In-school technology issues are handled through a technology work order system that is monitored by the school's contracted IT company, Charter Technologies, and the staff.
- Orchard Academy utilizes a contracted IT company, Charter Technologies, to assist with the Infrastructure Evaluation process. This process is ongoing at regular intervals throughout the year.
- Technology systems are in place to indicate if and when any of our infrastructure goes offline and our network administrators and engineers are notified of such events.
- Devices that are reported to not be working properly will be visited if onsite, and collected if offsite, and either Computer or Data Technicians will make the necessary repairs to the device. In the interim, the faulty device will be replaced by a functional device if one is available. If a replacement device is not available, priority for repair will be placed on any device that has no replacement.
- Orchard Academy updates policies annually, and will continue to update technology policies as needed.

### **Remote Learning Plan Evaluation**

- Throughout the remote learning process, the technology team will continue to meet and evaluate our plan and procedures, discuss any need for change or adjustments, and make preparations for those changes.
- Upon the return to in-person instruction, the technology team will take any lessons learned and update the remote learning plan.
- As we continually evaluate our remote learning plan, we will continue to monitor and manage our assets and technology processes to ensure the plan we have in place is efficient and effective. We will make adjustments accordingly based on our continual evaluation.



- Our assets and infrastructure are always critical to our day-to-day operations. We will continue to monitor and manage our infrastructure throughout both remote as well as in-person instruction and work to resolve any issues discovered.
- Any technology issues that were identified during the school closure period will be discussed, evaluated, and used to enhance our existing long-term technology maintenance plan.

### **Excluded Recommendations**

Orchard Academy will not seek additional support from parent volunteers or organizations for technology support.

### **Budget, Food Service, Enrollment, and Staffing**

- Orchard Academy will conduct a student and staff outreach to determine who will be enrolling for the fall.
- The Academy 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
- Orchard Academy will assess the need for a new position or redeployment in response to COVID-19.
- Orchard Academy will share instructional resources and materials with families through the online platform utilized at that unit level. Printed or emailed instructional materials and resources will be available upon request.
- Orchard Academy has developed a plan for hiring in a remote environment, in alignment with MDE.
- Community resources, including resources for food, will be available for families through weekly communication and posted to the school's website.
- Orchard Academy will use the CARES Act funding for key purchases related to COVID-19 expenses.
- Orchard Academy will notify families of online attendance expectations as well as expectations for online remote learning. Weekly communications with families will be provided by administration as well as by classroom teachers.
- Orchard Academy will communicate with all stakeholders all updates and procedures for coming back to school.
- Orchard Academy will distribute updated staff handbooks and updates and changes will be discussed at a staff meeting prior to the start of the school year.
- The school leader will consult with legal counsel regarding concerns related to COVID-19 and liability.



- Orchard Academy holds regularly scheduled meetings. A standing agenda item is changing enrollment, staffing and resources and its impact on the budget.
- Orchard Academy holds regularly scheduled staff meetings to inform staff of any operational changes.

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

### **Phase 4 Safety Protocols**

**Unless otherwise noted, Orchard Academy intends to follow or implement all required, strongly recommended and recommended safety protocols from the Return to School Roadmap**

- Orchard Academy will employ guidelines to ensure the health and safety of all stakeholders.

### **ACCESS – PPE –HYGIENE**

- The academy has purchased 3 ply adult and child masks, staff shields, touchless thermometers, disposable gloves. We have relationships with several vendors to maintain a generous supply of equipment.
- All staff members must complete a COVID 19 test and receive negative results before returning to in person employment.
- Staff will complete daily screenings using their personal device before entering the building. Staff responding with affirmative to questions 1 or 2 will be directed to not report to work and to seek proper medical attention. Employees who are unable to successfully complete the survey on their personal device will be required to complete the survey in the front office. Electronic screening will be encouraged.

### **Screening questions:**

- Are you currently suffering from any of the following symptoms:
  - Fever (100.4 or higher)
  - Chills
  - Cough
  - Shortness of breath
  - Sore throat



- New loss of smell or taste
  - Muscle pain
  - Gastrointestinal problems
  - Nausea
  - Diarrhea
  - Vomiting
  - Have you lived with, or had close contact with someone in the last 14 days diagnosed with or displaying symptoms of COVID 19?
- Is the information provided on this form true and correct to the best of your knowledge?
- All staff and students will have a daily temperature check before entering the building.
- Students located in the school building with a temperature of 100.4 or above will be isolated into a separate area for parent pick up.
- Parents are required to check students in and a staff member will check student's temperature at that time. Students with temperatures of 100.4 or above will not be allowed to enter the building.
- Students and staff will wear a face mask in the classroom and common area. Orchard Academy will supply staff and student masks when needed. Shields will also be supplied for staff, if desired.
- Staff and students who are medically unable to wear a mask or facial covering will present the administration of Orchard Academy with a medical note from a physician.
- Parents will be encouraged to communicate electronically. Building access will only involve essential visitors. ALL visitors are required to wear a mask or facial covering before entry and will have to complete the screening process. In person visits will require a mask and social distancing of 6 feet in a large room.
- Staff and students will be trained on proper safety and health procedures.
- Staff and students will be trained on how to effectively use a face mask or facial covering.





- Staff will train on CDC handwashing procedures and will introduce proper handwashing CDC videos to all students.
- Proper handwashing procedures will be posted at all sink areas.

#### **Medically Vulnerable Students and Staff**

- Orchard Academy will systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19
- Orchard Academy will work with students and staff who self-identify as high risk for severe illness due to COVID-19 and will strive to develop alternative learning arrangements or work assignments.

#### **Spacing, Movement, and Access**

- Orchard Academy plans to implement learning options that include in person learning. Our goal is to employ the safest strategies for everyone. We will comply with the guidelines outlined by the CDC, the local health department, the governor's executive orders, and all laws and regulations that apply.
- Classroom tables will be spaced in an effort to encourage social distancing where possible. During classroom activities students will be encouraged to social distance whenever possible.
- Teaching staff will maintain social distancing from students or other co-workers whenever possible.
- The school leader will work with students to encourage proper hallway traffic flow whenever possible.
- Building visitors and other guests are not allowed in the building except under extenuating circumstances as determined by the school leader. Parents dropping off items may call the front office or alert the office by pushing the intercom button and leave items outside the door for the office staff to pick up.
- Parent Council activities and other classroom parent volunteer activities are suspended. Social distancing signage will be posted throughout the building.
- Lunch will be confined to classrooms or consumed in smaller groups in the commons areas.





## **FACILITIES, CLEANING AND SUPPLIES**

- Orchard Academy uses EPA approved disinfectant and diluted bleach for sterilizing.
- Paper towel dispensers, hand sanitizers and soap dispensers will be checked hourly in common areas. Classrooms will be checked and refilled at the start/end of each day. Items will also be restocked during the day in classrooms when requested by staff members.
- Staff will clean and sanitize office areas, restrooms, and classrooms each night. Throughout the day high touch areas will be cleaned and sanitized.
- Custodians will consistently walk through the building to monitor and clean as needed.
- When areas are cleaned and sanitized the custodial staff will complete the daily checklist.
- Classrooms will be disinfected nightly. The Academy will purchase electrostatic sprayers for daily building and bus disinfecting. All staff members will also have disinfectant hand sprayers and supplies.
- Custodial staff will complete training in August to prepare for re-opening, cleaning and safety procedures.

## **CONFIRMED OR SUSPECTED CASES**

- The Academy will report and consult with the local health department on proper procedures for screening, testing or when a case is confirmed positive.
- Students showing symptoms will be required to wait in the designated quarantine area until they can be picked up from school to minimize exposure.
- Before returning to Orchard Academy, symptomatic students and staff sent home must remain home until they test negative from COVID 19 or have been released from isolation according to CDC guidelines.



- Before returning to Orchard Academy those testing positive for COVID 19 must be symptom free and re-test with negative results, or have recovered according to CDC guidelines, before physically returning to the Academy.
- In the event there are positive cases of COVID 19 at Orchard Academy, the Academy will follow guidelines outlined by the CDC. This may result in school closure. Families will be contacted by phone if their student comes in contact with any confirmed cases.
- If it is necessary to close Orchard Academy due to COVID 19, all instruction will continue in virtual format as outlined in level three.

#### **FOOD SERVICE**

- Orchard Academy does not have a food service program.
- Students will consume lunch in their classrooms or in small groups in the commons area with barriers and social distancing of 6 feet.

#### **EXTRA CURRICULAR ACTIVITIES**

- If the cases in Michigan are decreasing, small groups of 10 or less may be allowable.
- Social distancing practices will be used when possible.
- Sharing of items will be avoided
- Items used will be sanitized before and after use.
- Large events, parent teacher conferences, and assemblies will be held in virtual format. There will be no large in person events held.

#### **TRANSPORTATION**

Orchard Academy does not have a transportation program, therefore protocols related to busing and transportation are not applicable.

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



**Unless otherwise noted, Orchard Academy intends to follow or implement all required, strongly recommended and recommended mental & social-emotional health protocols from the Return to School Roadmap**

Orchard Academy is committed to serve the social and emotional wellbeing of our students, families, and staff.

- We will assign a point person to centralize mental health referrals and work on communications to families/students.
- We have a comprehensive list of external community based resources available to all stakeholders. This list has multiple resources for student and staff mental health and wellness support including but not limited to:
  - [MDE](#)
- We will communicate with parents/guardians return to school information that includes de-stigmatization of COVID-19, understanding normal behavioral response to crises, general best practice of talking through trauma with children and positive self-care strategies that promote health and wellness.
  - [Destigmatization of COVID-19 resources from the CDC.](#)
- Orchard Academy will provide a list of wellness resources to staff, parents, and students. It will be updated regularly.

Orchard Academy has a procedure for crisis referrals and for addressing mental health concerns resulting from COVID-19. These guidelines include the identification and rapid referral of at-risk students to appropriate building level support staff.

- Homelessness or Transitional Living: All staff are given the guidelines for homelessness. The school's homeless liaison will contact parents, provide the McKinney Vento paperwork, and report to the county McKinney Vento liaison for additional county support and referrals for food, housing, and any other needs.
- The loss of a student, family member or staff will be addressed with the staff. The school social worker will provide grief support, educational resources and resources through local agencies.
- Students Mental Health and Wellness Support: Educational resources will be developed and intervention plans will be implemented based on identified needs.



Orchard Academy will provide staff with training/professional development, implementation support and resources related to COVID-19 issues that occur in our school community.

- Social-emotional learning will be based on the [CASEL Reunite Renew Thrive Roadmap](#).

Orchard Academy will provide resources for staff self-care that includes resiliency strategies.

- Resources for self-care will include resilience strategies from the [TRAILS program affiliated with the University of Michigan Medical School](#).

### **Excluded Protocols**

Orchard Academy will not implement a mental health screening for all students.

Orchard Academy will not designate a mental health liaison.

Orchard Academy has a reporting protocol for school staff regarding mental health status.

Orchard Academy will not activate communication channels to address mental health concerns resulting from COVID-19.

### **Phase 4 Instruction**

**Unless otherwise noted, Orchard Academy intends to follow or implement all required, strongly recommended and recommended Instruction protocols from the Return to School Roadmap**

### **Governance**

Orchard Academy created a Return to Instruction and Learning working group, led by school leader, some staff members and composed of a broad group of stakeholders to:

- gather feedback from families, staff, and students, about their experiences with remote learning through focus groups and conversations.
- survey families to receive input about learning options



- revise the academy's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
- share the academy's remote learning plan with all involved stakeholders in case of a return to remote learning.

### **Orchard Academy Return to School Plan Overview**

Regardless of which phase our school is in, students will be placed in classrooms or courses as in any typical school year. Students are assigned teachers and courses that they will stay in regardless of whether they are learning remotely or face-to-face. This will ensure consistency in instruction, keep students with familiar teachers and classmates, and enable the school to smoothly transition from one plan to another (remote learning to face-to-face, and vice versa if needed), depending on the COVID phase, without losing instructional and learning momentum.

### **Phase 4 Description:**

Should the Detroit region be placed under the state mandated Phase 4, school will be fully open for in-person instruction Monday-Thursday. All students will engage in remote learning on Fridays. Teachers will provide face-to-face instruction to students who attend school in person. Teachers will provide remote learning to students who choose to not attend or are unable to attend. Parents may choose the number of full days their student engages in in-person instruction which can be one, two, three, four or zero days. Families who do not feel safe having their student physically return to school at this time will be provided a full virtual learning program.

### **Phase 4 Plan School Week Schedule Weekly Schedule:**

Monday: Full day in-person instruction with remote learning option  
Tuesday: Full day in-person instruction with remote learning option  
Wednesday: Full day in-person instruction with remote learning option  
Thursday: Full day in-person instruction with remote learning option  
Friday: No in-person instruction for students (except for full time virtual student's invited in by the teacher to assess one-one-one. Remote learning for students / Teacher planning and PD / Deep cleaning



### **Friday Schedule Rationale:**

- Virtual half-day Fridays will provide all students with the opportunity to work remotely and ensure that they have regular experience with virtual learning should they, their class, or the school need to quarantine for a period of time. This will also support a smooth transition should our county or state move back into Phase 3.
- Provide teachers with the time they will need to balance both in-person and virtual instruction.
- Provide time for teachers to meet virtually with their full-time remote learners one-on-one or in small groups. If parents feel it is safe enough to do so, teachers may also invite their remote learners to school for a one-on-one or small group session to assess progress.
- Allow a variety of social opportunities and activities to be offered to our full-time virtual students at all levels for families who feel it is safe to allow their student to participate. Examples of this may include a small socially distanced art or music class, a small group soccer game, small group get together on the Orchard Academy playground, etc.
- Allow our Maintenance Team the time they need to deep clean each building and bus beyond the surface and touch points.

### **Student Expectations on Fridays**

- Students will engage in their Remote Learning Plan from home using the instructional platform (Google Classroom: 3-12 / SeeSaw: K-2).
- The attendance protocol set by the school will be required to be followed by students. Attendance for remote learners will be monitored by staff through Google Classroom or SeeSaw in the following areas
  - 1) Daily monitoring of student logging into their platform account.
  - 2) Students submitting daily assignments and assessments.
  - 3) Required daily communication by the student through the platform.

### **Weekly Schedule:**

Monday: Full day in-person instruction with remote learning option

Tuesday: Full day in-person instruction with remote learning option



Wednesday: Full day in-person instruction with remote learning option

Thursday: Full day in-person instruction with remote learning option

Friday: No in-person instruction for students. Remote learning for all students and social-distancing, small group electives; collaborative planning and professional development for staff; deep cleaning of facilities.

### **Friday Schedule:**

- The teaching staff will engage in in-person and remote learning experiences with their students, which will include direct in-person instruction if needed, providing interventions, managing platforms, recording lessons, increased communications with students/parents, and assessing in-person and remotely.
- Students engaged in full-time virtual learning will be able to participate in social opportunities and activities, including small socially distanced enhancement activities, sporting activities, and other small group activities.
- Fridays will allow an additional day that each building and classroom can be “deep” cleaned, in addition to the cleaning during and after each school day.
- Fridays afternoons will be utilized for planning meetings (unit level, team, building level) to review student achievement data and plan for upcoming in-person and remote learning.
- Professional development will occur at least one Friday afternoon per month for at least two hours

### **Fridays will be utilized by students to:**

- Engage in remote learning from home using the instructional platform for their unit (SeeSaw or Google Classroom).
- Students will be required to participate in online learning each Friday morning. Participation, assignments, assessments when assigned (unless otherwise arranged due to technology issues) will be monitored.
- Attendance protocol set by the academy will be required for students. Attendance for remote learners will be monitored by staff through SeeSaw or Google Classroom in the





following areas : 1) Daily monitoring of student logging into their platform account. 2) Students submitting daily assignments and assessments. 3) Required daily communication by the student through the platform.

### **In-Person Learning Plan:**

In-person instruction is the highest quality of instruction and learning for students. The Phase 4 plan offers full in-person instruction, with a remote learning option for students. The following are what you can expect whether students are learning in-person or remotely. The expectations will allow us to move smoothly from one phase plan to another as the COVID requirements change, as well as minimize changes for students if we need to switch quickly from in-person to remote. The expectations will occur through the 2020-2021 school year so students will have access to the same teachers and content whether they are in-person or remote.

### **Instructional Learning Options:**

1) In-Person instruction. Teachers will provide face-to-face instruction to students who attend school in person. Teachers will provide remote learning to students who choose to not attend or are unable to attend. Parents may choose the number of full days their student engages in in-person instruction which can be one, two, three, four or zero days.

2) Remote learning option: families who do not feel safe having their student physically return to school at this time will be provided a full virtual learning program.

### **What to Expect**

- Consistent digital platforms were chosen for our teachers to use to help in the remote learning experience, as well as in-person learning. SeeSaw and Google Classroom will be utilized in all grades. These platforms will allow a consistent location for teachers to communicate with students/parents, send assignments and assessments, and provide resources to support student learning. The professional development plan includes teacher supports in learning and effectively utilizing both platforms. Since all teachers in those two unit spans will use the same platforms, students will experience consistency and understanding, as well as give teachers the ability to collaborate and share strategies to optimize the learning of all students.





- The academy has purchased video document cameras for each classroom throughout the school to be utilized by classroom teachers and support staff to aid in the remote learning experience for students and parents. The document cameras have the capability to record teacher lessons in all content areas.
- Recorded lessons will be uploaded to the platform utilized by students from their remote learning location if needed.
- Teachers will utilize the platforms on a daily basis regardless of whether students are participating in in-person instruction or remote learning. Students will have access to the platform resources at any time.
- Parents will be sent resources in setting up accounts for students and understand how the platforms work. In-person and virtual training for parents will be provided.
- Students learning remotely will be required to view the lessons, complete assignments, engage in assessments, return work, and communicate with their teacher through the platform on a daily basis as required. Students will receive daily schedules and timelines from their teachers to ensure that learning and work are accomplished consistently and timely.
- With this delivery method, teachers will be able to deliver the standards-aligned curriculum, relevant materials/resources, and create opportunities to provide ongoing feedback.
- Teachers and administrators will meet, in person or virtually on a weekly basis, to create consistent differentiation in learning, discuss student achievement and progress, discuss intervention opportunities, analyze assessment data, and share effective strategies. This includes reviewing students with IEPs and 504 plans and assessing student progress and needs as well as design and implement appropriate accommodations, interventions and services virtually.
- All students will be assessed in the first 30 days of school using formative assessments, screeners or diagnostic assessments given remotely online or virtually. This will allow teachers to better understand individual student performance levels and locate deficiencies for immediate interventions.
- The academy will stay connected with policy and guidance changes from the Michigan Department of Education.
- Attendance for remote learners will be monitored by staff through SeeSaw or Google Classroom in the following ways: 1) Daily monitoring of student logging into their platform account. 2) Students submitting daily assignments and assessments. 3)



Required daily communication by the student through the platform. The academy will use consistent protocol for taking attendance for remote learning, developed collaboratively by teachers and administration.

### **Special Education**

IEPs and 504 plans will be reviewed in coordination with general education teachers, the special education teacher, and related service providers to reflect the child's needs based on assessment data and parent feedback. IEP and 504 teams will design accommodations and match services according to the student's individualized needs and aligned with educational opportunities of the general student population.

The academy will strive in good faith to commence remote learning interventions and support services to the extent practicable. Students with disabilities will be provided equal access to alternative modes of instruction provided to students without disabilities.

IEP and 504 teams, including general education teachers, the special education teacher, and related service providers will use structures to collaborate on delivery methods for assessments and instruction as outlined in IEPs and 504 plans. Student needs around accessibility will be considered and assistive technology will be provided, where appropriate.

Related service providers will develop a continuation of services or instructional plan to foster ongoing learning for students who receive Occupational Therapy, Physical Therapy, Speech & Language, Social Work, or Psychological Services. These services may be delivered using a virtual platform. Plans will allow students and families to meaningfully access the alternative modes of instruction.

The academy will identify and evaluate intervention programs and services available to students at the school then identify any gaps within the intervention tiers for instruction.

Related service providers will develop a continuation of services or instructional plan to foster ongoing learning for students who receive Occupational Therapy, Physical Therapy, Speech & Language, Social Work, or Psychological Services. These services



may be delivered using a virtual platform. Plans will allow students and families to meaningfully access the alternative modes of instruction.

The academy will consider obtaining any additional standards-aligned tools or materials that may be required to support differentiation, interventions, or remote learning in order to address students' needs.

### **Communication and Family Support Plan for In-Person Instruction**

- Additional communication systems for students and parents, other than through digital platforms, are email, phone calls, and in-person meetings if determined necessary.
- Communications with students and parents will include weekly or monthly updates and expectations from the school leader and teachers. These communications will include updates on school closures, reopenings, assessment feedback, daily instructional schedules and work time, and learning target progress.
- Teachers and the school leader will provide supports and resources for families to use at home, such as developmentally appropriate activities and strategies for teaching and helping their child, as well as training on the academy's digital systems and tools. Resources for technology help will be provided before the first day of school and will continue through the school year as needed.

### **Professional Learning**

The academy will conduct two full weeks of professional development for teachers and staff from August 24th through September 4th. Professional development will be conducted in each of the school buildings from 8:00 a.m. to 5:00 p.m. each day.

Professional development will focus on the mission, core philosophies, and best practices utilized throughout the academy.

There will be a focus on the best practices of virtual learning with an emphasis on student engagement.



Current Trainings Scheduled for August Include:

- ❖ Dave Burgess, Author of *Teach Like a Pirate*, (Teacher attitude and mindset)
- ❖ Seesaw Online Learning Platform
- ❖ Google Classroom Online Learning Platform
- ❖ Steve McCammon, President of the Schlecty Center, *Working on the Work Virtual Series* (Student Engagement)
- ❖ COVID safety and cleaning procedures/protocols
- ❖ CSA education program orientation for all staff

Regular Professional development will continue throughout the school year:

- ❖ Designated Friday afternoons
- ❖ Monday, November 23, 2020 (Full Day)
- ❖ Tuesday, November 24, 2020 (Full Day)
- ❖ Friday, February 12, 2021 (Full Day)

Professional Trainings throughout the school year may include:

- ❖ Best practices of virtual learning
- ❖ Technology updates, tools, and resources
- ❖ Differentiating instruction virtually
- ❖ Safety, sanitation, and hygiene procedures and protocols
- ❖ Nurturing and supporting students' social and emotional well being

Regular Professional Collaboration will occur weekly to achieve the following:

- ❖ Develop and revise units of study
- ❖ Analyze student progress
- ❖ Develop differentiated lessons
- ❖ Share strategies and resources
- ❖ Enhance collegial relationships and support professional growth



### **Instruction Assurances**

- Every student will have access to instruction aligned to the state standards, including strategies used by teachers to accelerate student learning.
- Every student will be assessed regularly to determine students' readiness to engage in content
- Every student will be provided supports in areas of deficiencies in academic and emotional needs.
- Teachers will conduct ongoing checks of curriculum pacing and monitoring of student progress and growth.
- Teachers will review student data to identify supports, interventions, trends and gaps for each student.
- The school leader will review IEP and 504 plans, in collaboration with teachers and parents, to address each student's evolving needs.
- Support differentiation and intervention supports based on student needs.
- Set expectations for technology and digital needs for the school year in case there is a return to all remote learning during the school year.
- Consider structures outside of the school day to support students in need.
- Communicate with families and the community at a high level about the status of the school, student progress and additional supports.
- Technology department will monitor and assess adequate connectivity and access for students to utilize online resources.
- The academy will track student attendance for remote learning students on a daily basis by a developed system all teachers will use to monitor students participating on the platforms.
- Teachers will assess the quality of student work and provide feedback and learning progress.

### **Phase 4 Operations**

**Unless otherwise noted, Orchard Academy intends to follow or implement all required, strongly recommended and recommended operations protocols from the Return to School Roadmap**



## **Facilities**

- Orchard Academy has a system in place to audit all necessary cleaning and disinfecting supplies.
- The Orchard Academy Maintenance Team will wear surgical masks when performing cleaning duties.
- Orchard Academy will coordinate with Partner Solutions for support with procurement of cleaning and disinfection supplies.
- Orchard Academy will provide guidance to all staff for cleaning and disinfecting all core assets including the building and playgrounds. Frequently touched surfaces will be cleaned multiple times per day.
- Orchard Academy will alert school-based custodial staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. This guidance will be updated in real-time based on the status of community spread across local geographies.
- Orchard Academy will encourage schools to convene custodial and facilities staff to review and make actionable academy guidance regarding cleaning and disinfection.
- Orchard Academy maintenance staff have regular training scheduled to review all procedures and protocols.
- Orchard Academy will maintain the facility for in-person school operations.
- Check HVAC systems at each building to ensure that they are running efficiently.
- Air filters should be changed regularly.
- Custodial staff should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location.
- Signage about frequent handwashing, cough etiquette, and nose blowing will be widely posted, disseminated, and encouraged through various methods of communication.
- Custodial staff will follow guidance from the CDC about the use of facial coverings when performing cleaning duties.
- Orchard Academy will conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- Orchard Academy will procure facial coverings for staff, students and maintenance staff following the guidance from the CDC.



- Orchard Academy will have custodial staff wear surgical masks when performing cleaning duties. Orchard Academy will use cleaning and disinfection protocols according to the CDC school decision tree.
- Orchard Academy will maintain facilities for resumption of school operations.

### **Signage**

Signage will be placed throughout the building to encourage safe practices for the following:

#### **Handwashing Elementary Schools**

<https://www.cdc.gov/handwashing/pdf/Handwashing-BOY-superhero-8x11-p.pdf>

<https://www.cdc.gov/handwashing/pdf/Handwashing-GIRL-superhero-8x11-p.pdf>

#### **Handwashing Secondary Schools**

<https://www.cdc.gov/handwashing/pdf/wash-your-hands-poster-english-508.pdf>

#### **Facial Covering**

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering-building-entrance.pdf>

#### **Social Distancing**

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/COVID19-k-12-school-posters-keep-space-when-outside.pdf>

#### **Symptoms of COVID-19**

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-symptoms.pdf>

### **Training**

- Orchard Academy will provide training materials to staff on identifying the signs and symptoms of COVID-19.
- The Academy will provide training on proper procedures for disinfecting surfaces as well as procedures for safely handling disinfectant.
- Six Steps for Safe & Effective Disinfectant Use (PDF)  
<https://www.epa.gov/sites/production/files/2020-04/documents/disinfectants-onepager.pdf>
- We will also provide training to staff and students on proper hand washing techniques and cough and sneeze etiquette.





### Exclusion

Orchard Academy will not create a contingency plan to coordinate the use of school buildings for essential actions, including elections, food distribution or childcare, particularly for essential workers.

The Orchard Academy will not audit any additional facilities that the school may have access to that may be used for learning.

## **Technology**

### **Communication and Family Support**

- Orchard Academy will support families with their technology needs.
- Teachers will monitor student attendance, student use of technology, completion of work and student assessment.
- Training in the use of the online platforms utilized throughout the district will be provided to families in multiple formats (in-person training and webinar) .
- Students and parents/guardians will be provided with training on submitting assignments electronically. Teachers will communicate with students and parents/guardians weekly about submitted and completed assignments.
- Teachers will be in regular communication with families to ensure their student has the appropriate technology to successfully engage in remote learning.
- The Academy will designate a single point of contact to plan and communicate with staff.
- Orchard Academy will publish the contact information of the designated school leader in charge of technology.
- All technology will be sanitized prior to distribution to families that will include all items being properly bagged prior to distribution. Inventory of accessories is calculated and purchased if items are needed.

### **Technology Access**





- All students and parents are required to acknowledge the district's Acceptable Use Policy which contains expected behaviors when using district technology or accessing online resources. This policy is relevant while students are at school and relevant if learning remotely while at home.
- Any student who borrows a district-owned device will be required to fill out a Device Loaner Agreement prior to being loaned a device.
- Should students need access to devices while at home the district will provide a Chromebook. If this becomes a need, The building Technology Coordinator will contact students or their guardians via email with specific dates and times when devices may be picked up.
- Loaner devices will be identified and kept track of on a Google Sheet.
- When devices are returned they will be collected and moved to a storage location where they will be sanitized prior to re-deployment, replacement evaluation, or repair.
- All repair/replacement of devices will be conducted prior to the beginning of the following school year.
- When devices are collected or distributed, staff doing so will be provided with and will wear proper PPE including a mask and gloves.
- Orchard Academy will make efforts to provide Internet access to students without it in their homes. At a minimum, we will provide exterior hot spots for drive-up Internet access.

### **Professional Development**

- The school leader will evaluate technology professional development needs and ensure training throughout the year as well as mentor teachers in utilizing identified online platforms and tools.

### **Staff Technology Support**

- Contracted IT company, Charter Technologies, conducts the removal of malware and will fix standard issues as needed.
- Orchard Academy will track all technology inventory throughout the year.
- Contracted IT company, Charter Technologies, is the primary point of contact to assist with processing, returning and maintaining all technology devices.
- We know how essential it is for Curriculum and Technology to work in conjunction with one another. In-district technology issues are handled through a technology work order system that is monitored by the district's contracted IT company, Charter Technologies, building principals, and technology coordinator.



- Orchard Academy utilizes a contracted IT company, Charter Technologies, to assist with the Infrastructure Evaluation process. This process is ongoing at regular intervals throughout the year.
- Technology systems are in place to indicate if and when any of our infrastructure goes offline and our network administrators and engineers are notified of such events.
- Devices that are reported to not be working properly will be visited if onsite, and collected if offsite, and either Computer or Data Technicians will make the necessary repairs to the device. In the interim, the faulty device will be replaced by a functional device if one is available. If a replacement device is not available, priority for repair will be placed on any device that has no replacement.
- Orchard Academy updates policies annually, and will continue to update technology policies as needed.

### **Remote Learning Plan Evaluation**

- Throughout the remote learning process, the technology team will continue to meet and evaluate our plan and procedures, discuss any need for change or adjustments, and make preparations for those changes.
- Upon the return to in-person instruction, the technology team will take any lessons learned and update the remote learning plan.
- As we continually evaluate our remote learning plan, we will continue to monitor and manage our assets and technology processes to ensure the plan we have in place is efficient and effective. We will make adjustments accordingly based on our continual evaluation.
- Our assets and infrastructure are always critical to our day-to-day operations. We will continue to monitor and manage our infrastructure throughout both remote as well as in-person instruction and work to resolve any issues discovered.
- Any technology issues that were identified during the school closure period will be discussed, evaluated, and used to enhance our existing long-term technology maintenance plan.

### **Exclusions**

Orchard Academy will not seek additional support from parent volunteers or organizations for technology support.



## **Budget, Food Service, Enrollment, and Staffing**

- Orchard Academy will implement arrival and departure procedures that limit a large number of students from gathering.
- Orchard Academy will conduct a student and staff outreach to determine who will be coming back.
- Orchard Academy will survey parents to determine if their student will be participating in the virtual learning options.
- Orchard Academy will assess the need for a new position or redeployment in response to COVID-19.
- Orchard Academy will share instructional resources and materials with families through the online platform utilized at that grade level. Printed or emailed instructional materials and resources will be available upon request.
- Orchard Academy has developed a plan for hiring in a remote environment, in alignment with MDE.
- Community resources, including resources for food, will be available for families through weekly communication and posted to the academy website.
- Orchard Academy will use the CARES Act funding for key purchases related to COVID-19 expenses.
- Orchard Academy will notify families of online attendance expectations as well as expectations for online remote learning. Weekly communications with families will be provided by administration as well as by classroom teachers.
- Orchard Academy will meet with staff to discuss risk factors and job responsibilities.
- Orchard Academy will coordinate services with related service providers in the school and community to identify and address new student and adult needs.
- Orchard Academy will work in partnership with CS Partners in acquiring the number of substitutes needed.
- Orchard Academy will communicate with all stakeholders all updates and procedures for coming back to school.
- Orchard Academy will distribute updated staff handbooks and updates and changes will be discussed at a staff meeting prior to the start of the school year.
- School leader will consult with legal counsel regarding concerns related to COVID-19 and liability.
- Orchard Academy holds regularly scheduled meetings. A standing agenda item is changing enrollment, staffing and resources and its impact on the budget.
- Orchard Academy holds regularly scheduled staff meetings to inform staff of any operational changes.
- Orchard Academy will create master schedules for staff and students.



### **Exclusions**

Orchard Academy will not ensure a plan for nutrition services and student meals is in place and provide a list of alternative meal options for families.

Orchard Academy will not solidify food processes, device distribution, delivery sites and communication plans as necessary.

Orchard Academy will not work with local bargaining units to assess how job responsibilities may shift in light of COVID.

Orchard Academy will not partner with local bargaining units, identify and modify staff positions, that would enable high risk staff to provide remote services.

Orchard Academy does not have a food service and will not work with food service staff to ensure that any food handling changes are implemented based on local health guidance.



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

### **Phase 5 Safety Protocols**

#### **ACCESS – PPE – HYGIENE**

- Orchard Academy will continue to purchase 3 ply adult and child masks, gloves, and disposable gowns. We will maintain a generous supply of supplies and equipment in case of a resurgence of COVID 19.
- Staff will no longer complete a screening before entering the building.
- All staff and students will have a daily temperature check before entering the building.
- As in phase 4, students located in the school building with a temperature of 100.4 or above will be isolated into a separate area for parent pick up.
- As in phase 4, students and staff will wear a face mask in the classroom and common area.
- As in phase 4, staff and students who are medically unable to wear a mask or facial covering will present the administration of Crescent Academy with a medical note from a physician.
- The Academy will continue to encourage parents to communicate electronically. In person visits will require a mask and social distancing of 6 feet in a large room.

#### **SPACING**

We will social distance desks as far away as feasibly possible. We will continue to use masks.

As in phase 4, social distancing signage will remain posted throughout all building. Signage will be posted at all entries, in hallways, and floors.

As in phase 4, students will eat lunch in classrooms.



## **FACILITIES, CLEANING AND SUPPLIES**

As in Phase 4, paper towel dispensers, hand sanitizers and soap dispensers will be checked hourly in common areas and classrooms will be checked and refilled at the start/end of each day. Items will also be restocked during the day in classrooms when requested by staff members.

Custodians will clean office areas, restrooms, and classrooms each night. Throughout the day they will continue to clean and sanitize high touch areas. Custodians will continue to monitor the buildings frequently, clean, sanitize throughout the day and sanitize at night. They will follow CDC requirements.

Orchard Academy custodians will train as new procedures are revealed.

## **CONFIRMED OR SUSPECTED CASES**

Phase 5 will operate exactly as phase 4 in the area of confirmed or suspected cases.

The Academy will report and consult with the local health department on proper procedures when a case is confirmed positive.

Before returning to Orchard Academy symptomatic students and staff, sent home must remain home until they test negative from COVID 19, or have been released from isolation according to CDC guidelines.

Before returning to Orchard Academy those testing positive for COVID 19 must be symptom free and re-test with negative results or have recovered according to CDC guidelines, before physically returning to the Academy.

In the event there are positive cases of COVID 19 at Orchard Academy. The Academy will follow guidelines outlined by the CDC. This may result in school closure. Families will be contacted if their student comes in contact with any confirmed cases.

If it is necessary to close Orchard Academy due to COVID 19, all instruction will continue in virtual format as outlined in level three.



## **FOOD SERVICE**

Orchard Academy does not operate a food service program.

As in level 4, students will consume lunch in their classrooms or in small groups in the common areas with social distancing of 3-6 feet.

## **EXTRA CURRICULAR ACTIVITIES AND ATHLETICS**

As in level 4, social distancing practices will be used when possible. Sharing of items will be avoided when possible. Items will be sanitized before and after use. Confirmed cases with students or activity leaders and participants will be reported immediately to the local health department and all parents. COVID 19 testing should be completed. Activities will be cancelled as a result of a positive case. We will suggest participants seek medical attention and follow CDC guidelines. Large events, parent teacher conferences, and assemblies will remain in virtual format.

## **TRANSPORTATION**

Orchard Academy does not have a transportation program, therefore protocols related to busing and student transport are not applicable.

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

Orchard Academy is committed to serve the social and emotional wellbeing of our students, families, and staff.

- We will assign a point person to centralize mental health referrals and work on communications to families/students.
- We have a comprehensive list of external community based resources available to all stakeholders. This list has multiple resources for student and staff mental health and wellness support including but not limited to:
  - [MDE](#)
- We will communicate with parents/guardians return to school information that includes de-stigmatization of COVID-19, understanding normal behavioral response to crises, general best practice of talking through trauma with children and positive self-care strategies that promote health and wellness.
  - [Destigmatization of COVID-19 resources from the CDC.](#)



- Orchard Academy will provide a list of wellness resources to staff, parents, and students. It will be updated regularly.

Orchard Academy has a procedure for crisis referrals and for addressing mental health concerns resulting from COVID-19. These guidelines include the identification and rapid referral of at-risk students to appropriate building level support staff.

- Homelessness or Transitional Living: All staff are given the guidelines for homelessness. The school's homeless liaison will contact parents, provide the McKinney Vento paperwork, and report to the county McKinney Vento liaison for additional county support and referrals for food, housing, and any other needs.
- The loss of a student, family member or staff will be addressed with the staff. The school social worker will provide grief support, educational resources and resources through local agencies.
- Students Mental Health and Wellness Support: Educational resources will be developed and intervention plans will be implemented based on identified needs.

Orchard Academy will provide staff with training/professional development, implementation support and resources related to COVID-19 issues that occur in our school community.

- Social-emotional learning will be based on the [CASEL Reunite Renew Thrive Roadmap](#).

Orchard Academy will provide resources for staff self-care that includes resiliency strategies.

- Resources for self-care will include resilience strategies from the [TRAILS program affiliated with the University of Michigan Medical School](#).

### **Excluded Protocols**

Orchard Academy will not implement a mental health screening for all students.

Orchard Academy will not designate a mental health liaison.

Orchard Academy has a reporting protocol for school staff regarding mental health status.





Orchard Academy will not activate communication channels to address mental health concerns resulting from COVID-19.

## **Phase 5 Instruction Governance**

Orchard Academy created a Return to Instruction and Learning working group, led by school leader, some staff members and composed of a broad group of stakeholders to:

- gather feedback from families, staff, and students, about their experiences with remote learning through focus groups and conversations.
- survey families to receive input about learning options
- revise the academy's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
- share the academy's remote learning plan with all involved stakeholders in case of a return to remote learning.

## **Orchard Academy Return to School Plan Overview**

Regardless of which phase our school is in, students will be placed in classrooms or courses as in any typical school year. Students are assigned teachers and courses that they will stay in regardless of whether they are learning remotely or face-to-face. This will ensure consistency in instruction, keep students with familiar teachers and classmates, and enable the school to smoothly transition from one plan to another (remote learning to face-to-face, and vice versa if needed), depending on the COVID phase, without losing instructional and learning momentum.

## **Phase 5 Description (Same as Phase 4):**

Should the Detroit region be placed under the state mandated Phase 4, school will be fully open for in-person instruction Monday-Thursday. All students will engage in remote learning on Fridays. Teachers will provide face-to-face instruction to students who attend school in person. Teachers will provide remote learning to students who choose to not attend or are unable to attend. Parents may choose the number of full days their student engages in in-person instruction which can be one, two, three, four or zero days. Families who do not feel safe having their student physically return to school at this time will be provided a full virtual learning program.



### **Phase 5 Plan School Week Schedule Weekly Schedule(Same as Phase 4):**

Monday: Full day in-person instruction with remote learning option

Tuesday: Full day in-person instruction with remote learning option

Wednesday: Full day in-person instruction with remote learning option

Thursday: Full day in-person instruction with remote learning option

Friday: No in-person instruction for students (except for full time virtual student's invited in by the teacher to assess one-one-one. Remote learning for students / Teacher planning and PD / Deep cleaning

### **Friday Schedule Rationale:**

- Virtual half-day Fridays will provide all students with the opportunity to work remotely and ensure that they have regular experience with virtual learning should they, their class, or the school need to quarantine for a period of time. This will also support a smooth transition should our county or state move back into Phase 3.
- Provide teachers with the time they will need to balance both in-person and virtual instruction.
- Provide time for teachers to meet virtually with their full-time remote learners one-on-one or in small groups. If parents feel it is safe enough to do so, teachers may also invite their remote learners to school for a one-on-one or small group session to assess progress.
- Allow a variety of social opportunities and activities to be offered to our full-time virtual students at all levels for families who feel it is safe to allow their student to participate. Examples of this may include a small socially distanced art or music class, a small group soccer game, small group get together on the Orchard Academy playground, etc.
- Allow our Maintenance Team the time they need to deep clean each building and bus beyond the surface and touch points.

### **Student Expectations on Fridays**

- Students will engage in their Remote Learning Plan from home using the instructional platform (Google Classroom: 3-12 / SeeSaw: K-2).



- The attendance protocol set by the school will be required to be followed by students. Attendance for remote learners will be monitored by staff through Google Classroom or SeeSaw in the following areas
  - 1) Daily monitoring of student logging into their platform account.
  - 2) Students submitting daily assignments and assessments.
  - 3) Required daily communication by the student through the platform.

### **Weekly Schedule:**

Monday: Full day in-person instruction with remote learning option

Tuesday: Full day in-person instruction with remote learning option

Wednesday: Full day in-person instruction with remote learning option

Thursday: Full day in-person instruction with remote learning option

Friday: No in-person instruction for students. Remote learning for all students and social-distancing, small group electives; collaborative planning and professional development for staff; deep cleaning of facilities.

### **Friday Schedule:**

- The teaching staff will engage in in-person and remote learning experiences with their students, which will include direct in-person instruction if needed, providing interventions, managing platforms, recording lessons, increased communications with students/parents, and assessing in-person and remotely.
- Students engaged in full-time virtual learning will be able to participate in social opportunities and activities, including small socially distanced enhancement activities, sporting activities, and other small group activities.
- Fridays will allow an additional day that each building and classroom can be “deep” cleaned, in addition to the cleaning during and after each school day.
- Fridays afternoons will be utilized for planning meetings (unit level, team, building level) to review student achievement data and plan for upcoming in-person and remote learning.
- Professional development will occur at least one Friday afternoon per month for at least two hours

**Fridays will be utilized by students to:**

- Engage in remote learning from home using the instructional platform for their unit (SeeSaw or Google Classroom).

- Students will be required to participate in online learning each Friday morning. Participation, assignments, assessments when assigned (unless otherwise arranged due to technology issues) will be monitored.

- Attendance protocol set by the academy will be required for students. Attendance for remote learners will be monitored by staff through SeeSaw or Google Classroom in the following areas : 1) Daily monitoring of student logging into their platform account. 2) Students submitting daily assignments and assessments. 3) Required daily communication by the student through the platform.

**In-Person Learning Plan:**

In-person instruction is the highest quality of instruction and learning for students. The Phase 5 plan offers full in-person instruction, with a remote learning option for students. The following are what you can expect whether students are learning in-person or remotely. The expectations will allow us to move smoothly from one phase plan to another as the COVID requirements change, as well as minimize changes for students if we need to switch quickly from in-person to remote. The expectations will occur through the 2020-2021 school year so students will have access to the same teachers and content whether they are in-person or remote.

**Instructional Learning Options:**

1) In-Person instruction. Teachers will provide face-to-face instruction to students who attend school in person. Teachers will provide remote learning to students who choose to not attend or are unable to attend. Parents may choose the number of full days their student engages in in-person instruction which can be one, two, three, four or zero days.

2) Remote learning option: families who do not feel safe having their student physically return to school at this time will be provided a full virtual learning program.

**What to Expect**



- Consistent digital platforms were chosen for our teachers to use to help in the remote learning experience, as well as in-person learning. SeeSaw and Google Classroom will be utilized in all grades. These platforms will allow a consistent location for teachers to communicate with students/parents, send assignments and assessments, and provide resources to support student learning. The professional development plan includes teacher supports in learning and effectively utilizing both platforms. Since all teachers in those two unit spans will use the same platforms, students will experience consistency and understanding, as well as give teachers the ability to collaborate and share strategies to optimize the learning of all students.
- The academy has purchased video document cameras for each classroom throughout the school to be utilized by classroom teachers and support staff to aid in the remote learning experience for students and parents. The document cameras have the capability to record teacher lessons in all content areas.
- Recorded lessons will be uploaded to the platform utilized by students from their remote learning location if needed.
- Teachers will utilize the platforms on a daily basis regardless of whether students are participating in in-person instruction or remote learning. Students will have access to the platform resources at any time.
- Parents will be sent resources in setting up accounts for students and understand how the platforms work. In-person and virtual training for parents will be provided.
- Students learning remotely will be required to view the lessons, complete assignments, engage in assessments, return work, and communicate with their teacher through the platform on a daily basis as required. Students will receive daily schedules and timelines from their teachers to ensure that learning and work are accomplished consistently and timely.
- With this delivery method, teachers will be able to deliver the standards-aligned curriculum, relevant materials/resources, and create opportunities to provide ongoing feedback.
- Teachers and administrators will meet, in person or virtually on a weekly basis, to create consistent differentiation in learning, discuss student achievement and progress, discuss intervention opportunities, analyze assessment data, and share effective strategies. This includes reviewing students with IEPs and 504 plans and assessing student progress and needs as well as design and implement appropriate accommodations, interventions and services virtually.



- All students will be assessed in the first 30 days of school using formative assessments, screeners or diagnostic assessments given remotely online or virtually. This will allow teachers to better understand individual student performance levels and locate deficiencies for immediate interventions.
- The academy will stay connected with policy and guidance changes from the Michigan Department of Education.
- Attendance for remote learners will be monitored by staff through SeeSaw or Google Classroom in the following ways: 1) Daily monitoring of student logging into their platform account. 2) Students submitting daily assignments and assessments. 3) Required daily communication by the student through the platform. The academy will use consistent protocol for taking attendance for remote learning, developed collaboratively by teachers and administration.

### **Special Education**

IEPs and 504 plans will be reviewed in coordination with general education teachers, the special education teacher, and related service providers to reflect the child's needs based on assessment data and parent feedback. IEP and 504 teams will design accommodations and match services according to the student's individualized needs and aligned with educational opportunities of the general student population.

The academy will strive in good faith to commence remote learning interventions and support services to the extent practicable. Students with disabilities will be provided equal access to alternative modes of instruction provided to students without disabilities.

IEP and 504 teams, including general education teachers, the special education teacher, and related service providers will use structures to collaborate on delivery methods for assessments and instruction as outlined in IEPs and 504 plans. Student needs around accessibility will be considered and assistive technology will be provided, where appropriate.

Related service providers will develop a continuation of services or instructional plan to foster ongoing learning for students who receive Occupational Therapy, Physical Therapy, Speech & Language, Social Work, or Psychological Services. These services



may be delivered using a virtual platform. Plans will allow students and families to meaningfully access the alternative modes of instruction.

The academy will identify and evaluate intervention programs and services available to students at the school then identify any gaps within the intervention tiers for instruction.

Related service providers will develop a continuation of services or instructional plan to foster ongoing learning for students who receive Occupational Therapy, Physical Therapy, Speech & Language, Social Work, or Psychological Services. These services may be delivered using a virtual platform. Plans will allow students and families to meaningfully access the alternative modes of instruction.

The academy will consider obtaining any additional standards-aligned tools or materials that may be required to support differentiation, interventions, or remote learning in order to address students' needs.

### **Communications and Family Supports**

- Additional communication systems for students and parents, other than through digital platforms, are email, phone calls, and in-person meetings if determined necessary.
- Communications with students and parents will include weekly or monthly updates and expectations from the school leader and teachers. These communications will include updates on school closures, reopenings, assessment feedback, daily instructional schedules and work time, and learning target progress.
- Teachers and the school leader will provide supports and resources for families to use at home, such as developmentally appropriate activities and strategies for teaching and helping their child, as well as training on the academy's digital systems and tools. Resources for technology help will be provided before the first day of school and will continue through the school year as needed.

### **Professional Learning**

The academy will conduct two full weeks of professional development for teachers and staff from August 24th through September 4th. Professional development will be conducted in each of the school buildings from 8:00 a.m. to 5:00 p.m. each day.





Professional development will focus on the mission, core philosophies, and best practices utilized throughout the academy.

There will be a focus on the best practices of virtual learning with an emphasis on student engagement.

Current Trainings Scheduled for August Include:

- ❖ Dave Burgess, Author of *Teach Like a Pirate*, (Teacher attitude and mindset)
- ❖ Seesaw Online Learning Platform
- ❖ Google Classroom Online Learning Platform
- ❖ Steve McCammon, President of the Schlecty Center, *Working on the Work Virtual Series* (Student Engagement)
- ❖ COVID safety and cleaning procedures/protocols
- ❖ CSA education program orientation for all staff

Regular Professional development will continue throughout the school year:

- ❖ Designated Friday afternoons
- ❖ Monday, November 23, 2020 (Full Day)
- ❖ Tuesday, November 24, 2020 (Full Day)
- ❖ Friday, February 12, 2021 (Full Day)

Professional Trainings throughout the school year may include:

- ❖ Best practices of virtual learning
- ❖ Technology updates, tools, and resources
- ❖ Differentiating instruction virtually
- ❖ Safety, sanitation, and hygiene procedures and protocols
- ❖ Nurturing and supporting students' social and emotional well being

Regular Professional Collaboration will occur weekly to achieve the following:

- ❖ Develop and revise units of study
- ❖ Analyze student progress
- ❖ Develop differentiated lessons
- ❖ Share strategies and resources





- ❖ Enhance collegial relationships and support professional growth

### **Instruction Assurances**

- Every student will have access to instruction aligned to the state standards, including strategies used by teachers to accelerate student learning.
- Every student will be assessed regularly to determine students' readiness to engage in content
- Every student will be provided supports in areas of deficiencies in academic and emotional needs.
- Teachers will conduct ongoing checks of curriculum pacing and monitoring of student progress and growth.
- Teachers will review student data to identify supports, interventions, trends and gaps for each student.
- The school leader will review IEP and 504 plans, in collaboration with teachers and parents, to address each student's evolving needs.
- Support differentiation and intervention supports based on student needs.
- Set expectations for technology and digital needs for the school year in case there is a return to all remote learning during the school year.
- Consider structures outside of the school day to support students in need.
- Communicate with families and the community at a high level about the status of the school, student progress and additional supports.
- Technology department will monitor and assess adequate connectivity and access for students to utilize online resources.
- The academy will track student attendance for remote learning students on a daily basis by a developed system all teachers will use to monitor students participating on the platforms.
- Teachers will assess the quality of student work and provide feedback and learning progress.

### **Phase 5 Operations**

#### **Facilities**



Orchard Academy has a system in place to audit all necessary cleaning and disinfecting supplies.

The Orchard Academy Maintenance Team will wear surgical masks when performing cleaning duties.

Orchard Academy will coordinate with Partner Solutions for support with procurement of cleaning and disinfection supplies.

Orchard Academy will provide guidance to all staff for cleaning and disinfecting all core assets including the building and playgrounds. Frequently touched surfaces will be cleaned multiple times per day.

Orchard Academy will alert school-based custodial staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. This guidance will be updated in real-time based on the status of community spread across local geographies.

Orchard Academy will encourage schools to convene custodial and facilities staff to review and make actionable academy guidance regarding cleaning and disinfection.

Orchard Academy maintenance staff have regular training scheduled to review all procedures and protocols.

Orchard Academy will maintain facilities for in-person school operations.

- Check HVAC systems at each building to ensure that they are running efficiently.
- Air filters should be changed regularly.
- Custodial staff should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
- Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.
- Custodial staff should follow guidance from the CDC about the use of facial coverings when performing cleaning duties.

Orchard Academy will conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.

Orchard Academy will procure facial coverings for staff, students and maintenance staff following the guidance from the CDC.

## **Signage**



Signage will be placed throughout the building to encourage safe practices for the following:

#### Handwashing Elementary Schools

<https://www.cdc.gov/handwashing/pdf/Handwashing-BOY-superhero-8x11-p.pdf>

<https://www.cdc.gov/handwashing/pdf/Handwashing-GIRL-superhero-8x11-p.pdf>

#### Handwashing Secondary Schools

<https://www.cdc.gov/handwashing/pdf/wash-your-hands-poster-english-508.pdf>

#### Facial Covering

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-covering-building-entrance.pdf>

#### Social Distancing

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/COVID19-k-12-school-posters-keep-space-when-outside.pdf>

#### Symptoms of COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/COVID19-symptoms.pdf>

#### Training

- Orchard Academy will provide training materials to staff on identifying the signs and symptoms of COVID-19.
- Orchard Academy will provide training on proper procedures for disinfecting surfaces as well as procedures for safely handling disinfectant.
- Six Steps for Safe & Effective Disinfectant Use (PDF)  
<https://www.epa.gov/sites/production/files/2020-04/documents/disinfectants-onepager.pdf>
- Orchard Academy will also provide training to staff and students on proper hand washing techniques and cough and sneeze etiquette.

#### Exclusion

The Orchard Academy will not create a contingency plan to coordinate the use of school buildings for essential actions, including elections, food distribution or childcare, particularly for essential workers.



The Orchard Academy will not audit any additional facilities that the school may have access to that may be used for learning.

The Orchard Academy does not have school security staff; therefore, the security staff will follow CDC protocols if interacting with the general public.

## **Technology**

### **Communication and Family Support**

- Orchard Academy will support families with their technology needs.
- Teachers will monitor student attendance, student use of technology, completion of work and student assessment.
- Training in the use of the online platforms utilized throughout the district will be provided to families in multiple formats (in-person training and webinar) .
- Students and parents/guardians will be provided with training on submitting assignments electronically. Teachers will communicate with students and parents/guardians weekly about submitted and completed assignments.
- Teachers will be in regular communication with families to ensure their student has the appropriate technology to successfully engage in remote learning.
- The Academy will designate a single point of contact to plan and communicate with staff.
- Orchard Academy will publish the contact information of the designated school leader in charge of technology.
- All technology will be sanitized prior to distribution to families that will include all items being properly bagged prior to distribution. Inventory of accessories is calculated and purchased if items are needed

### **Technology Access**

- All students and parents are required to acknowledge the district's Acceptable Use Policy which contains expected behaviors when using district technology or accessing online resources. This policy is relevant while students are at school and relevant if learning remotely while at home.
- Any student who borrows a district-owned device will be required to fill out a Device Loaner Agreement prior to being loaned a device.



- Should students need access to devices while at home the district will provide a Chromebook. If this becomes a need, The building Technology Coordinator will contact students or their guardians via email with specific dates and times when devices may be picked up.
- Loaner devices will be identified and kept track of on a Google Sheet.
- When devices are returned they will be collected and moved to a storage location where they will be sanitized prior to re-deployment, replacement evaluation, or repair.
- All repair/replacement of devices will be conducted prior to the beginning of the following school year.
- When devices are collected or distributed, staff doing so will be provided with and will wear proper PPE including a mask and gloves.
- Orchard Academy will make efforts to provide Internet access to students without it in their homes. At a minimum, we will provide exterior hot spots for drive-up Internet access.

### **Professional Development**

- The school leader will evaluate technology professional development needs and ensure training throughout the year as well as mentor teachers in utilizing identified online platforms and tools.

### **Staff Technology Support**

- Contracted IT company, Charter Technologies, conducts the removal of malware and will fix standard issues as needed.
- Orchard Academy will track all technology inventory throughout the year.
- Contracted IT company, Charter Technologies, is the primary point of contact to assist with processing, returning and maintaining all technology devices.
- We know how essential it is for Curriculum and Technology to work in conjunction with one another. In-district technology issues are handled through a technology work order system that is monitored by the district's contracted IT company, Charter Technologies, building principals, and technology coordinator.
- Orchard Academy utilizes a contracted IT company, Charter Technologies, to assist with the Infrastructure Evaluation process. This process is ongoing at regular intervals throughout the year.



- Technology systems are in place to indicate if and when any of our infrastructure goes offline and our network administrators and engineers are notified of such events.
- Devices that are reported to not be working properly will be visited if onsite, and collected if offsite, and either Computer or Data Technicians will make the necessary repairs to the device. In the interim, the faulty device will be replaced by a functional device if one is available. If a replacement device is not available, priority for repair will be placed on any device that has no replacement.
- Orchard Academy updates policies annually, and will continue to update technology policies as needed.

### **Remote Learning Plan Evaluation**

- Throughout the remote learning process, the technology team will continue to meet and evaluate our plan and procedures, discuss any need for change or adjustments, and make preparations for those changes.
- Upon the return to in-person instruction, the technology team will take any lessons learned and update the remote learning plan.
- As we continually evaluate our remote learning plan, we will continue to monitor and manage our assets and technology processes to ensure the plan we have in place is efficient and effective. We will make adjustments accordingly based on our continual evaluation.
- Our assets and infrastructure are always critical to our day-to-day operations. We will continue to monitor and manage our infrastructure throughout both remote as well as in-person instruction and work to resolve any issues discovered.
- Any technology issues that were identified during the school closure period will be discussed, evaluated, and used to enhance our existing long-term technology maintenance plan.

### **Exclusions**

Orchard Academy will not seek additional support from parent volunteers or organizations for technology support.

### **Budget, Food Service, Enrollment, and Staffing**

- Orchard Academy will implement arrival and departure procedures that limit a large number of students from gathering.



- Orchard Academy will conduct a student and staff outreach to determine who will be coming back.
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Orchard Academy will not solidify food processes, device distribution, delivery sites and communication plans as necessary.

Orchard Academy will not work with local bargaining units to assess how job responsibilities may shift in light of COVID.

Orchard Academy will not partner with local bargaining units, identify and modify staff positions, that would enable high risk staff to provide remote services.



## Van Atten-Densmore, Amy Sue

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**From:** COVID-19 Preparedness and Response Plan <MDE-GEMS@michigan.gov>  
**Sent:** Friday, August 14, 2020 2:04 PM  
**To:** Van Atten-Densmore, Amy Sue  
**Subject:** [External] COVID-19 Preparedness and Response Plan Submission Complete



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

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

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