

Pansophia Academy
52 Abbott Ave.
Coldwater, MI 49036

Pansophia Academy

**COVID-19 Preparedness
and Response Plan**



August 13, 2020 [via email]

Mr. Ryan Tomlinson
Pansophia Academy
52 Abbott St.
Coldwater, MI 49036-1430

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

Dear Mr. Tomlinson:

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

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

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

Sincerely,

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: Georgia Balsley-Hargett, Board President
Cindy Metz, 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**

PANSOPHIA ACADEMY (the “Academy”)

A regular rescheduled meeting of the Academy Board of Directors was held on the 10th day of August, 2020, at 3:15 p.m.

The meeting was called to order at 3:19 p.m. by Board Member Georgia Balsley-Hargett:

Present: G. Balsley-Hargett, A. Everhart, R. Brown

Absent: None

The following preamble and resolution were offered by Board Member A. Everhart and supported by Board Member R. Brown:

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.

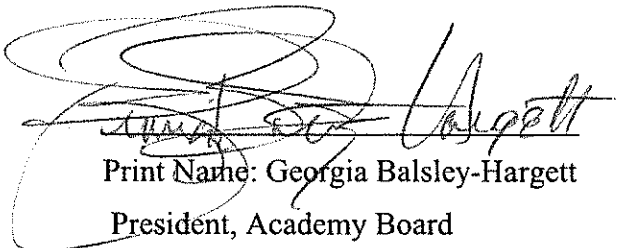
THE ACADEMY BOARD THEREFORE RESOLVES THAT:

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: G. Balsley-Hargett, A. Everhart, R. Brown

Nays: None

Resolution declared adopted.



Print Name: Georgia Balsley-Hargett
President, Academy Board



**“Every Student Matters.
Every Moment Counts.”**



Pansophia Academy COVID-19 Preparedness and Response Plan

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Building/Contact Information

Address of School District: 52 Abbott Ave. Coldwater, MI 49036

District Code Number: 12901

Building Code Number(s):

District Contact Person: Ryan Tomlinson

District Contact Person Email Address: rtomlinson@pansophia.us

Local Public Health Department: Branch-Hillsdale-St. Joseph
Community Health Agency

Human Services Building
570 Marshall Road
Coldwater, MI 49036

Local Public Health Department Contact Person Email Address:

Rebecca Burns -
burnsr@bhsj.org

Name of Intermediate School District: Branch Intermediate School
District

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors: August 10, 2020



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.

Georgia Balsley-Hargett
President, Board of Directors

Board Approved: 08/10/2020



Introduction and Overview

Pansophia Academy is located in Coldwater, MI and serves a rural community that comes from diverse backgrounds and needs. As a K-12 single-building public school academy, Pansophia builds on its strengths as a family school with rich community involvement, numerous field trips and experiences for children, and a curriculum that employs technology to prepare students for an unpredictable 21st century economy.

At Pansophia Academy, we are committed to an individualized approach for students, to providing a place for professionals to be innovative and to work together to improve the lives of our students as well as grow as professionals. The staff at Pansophia Academy works collaboratively to creatively meet the needs of our students by; studying data, designing units and lessons, and providing meaningful educational experiences, tailored to students from diverse backgrounds and experiences.

Staff at Pansophia have focused, year-round, job-embedded professional development that directly relates to teaching and learning and are encouraged to present ideas and grow in their profession. Pansophia provides opportunity for leadership in many ways and strives to support all staff in becoming experts, contributing members of a learning organization.

For twenty years Pansophia has been serving families in and around Coldwater, MI and we are excited about our current path, which involves focusing and investing in every aspect of the school experience. The recent furniture upgrades in the high school and middle school, the commitment to recruit and retain quality teachers, fine tuning of our behavior, academic and attendance expectations and the investment in quality professional development for teachers are just a few examples of the changes we have embarked on recently.

Pansophia Academy's Continuity of Learning Plan that was implemented in April of 2020 was developed to ensure our student's access to learning. It included a virtual schedule with instruction provided to all students either virtually or through paper-pencil packet completion. Pansophia Academy was able to provide all students with the option to check out chromebooks. Feedback from students and parents through surveys and phone calls revealed that our families were very happy with the efforts made by the school to continue learning, but the logistics of virtual learning while parents were working was a major obstacle. It was also difficult for teachers and families to find a balance of the amount of work that each family found appropriate for their child. The COVID-19 Preparedness and Response team has reviewed all feedback and has



taken it into consideration while planning instructional options (Appendix A) for the 2020 school year.

Mission

Pansophia Academy provides exceptional learning opportunities in a caring environment through creative and unique experiences which celebrate and empower the individual.

Our mission statement guided our goal in this plan to provide equitable learning for all students. Based on parent and stakeholder survey feedback, parents and students were given a choice in using multiple resources to learn. To reach all students, Chromebooks will be loaned to parents who prefer to have their child use technology as a resource for virtual learning, but do not have a device at home. Additionally, parents can choose to receive paper packets that include all core subjects as a resource for learning if they feel that this is the best route to learning for their child and family. Teachers will use Google Classroom, Google Meet, and in some cases, zoom to facilitate virtual instruction and learning.

Vision

Building productive citizens who recognize their limitless potential to reach personal success and are prepared to solve the problems of tomorrow.

Our vision plays an important role in all decision making at Pansophia Academy. To keep our vision at the forefront of our COVID-Preparedness and Response plan, classroom teachers will build lesson plans around the Michigan state standards, student's modalities of learning, and student data whether students are virtual, face-to-face, or on a hybrid plan. Pansophia staff will create videos to engage and capture virtual learning opportunities for students and post them to their Google Classroom for all students. Students choosing virtual learning will work on assignments and projects. They will be given the opportunity to present their work through google meet or other platforms. Students using paper packets will communicate through individual conferences with teachers via phone or email to ensure equitable learning. Teachers and virtual students will meet weekly at minimum in



individual or small group settings using Google Meet to discuss academic progress. Students with IEPs will receive resource room and social work services in alignment with their IEPs.

Student data serves as a vital part of our student's academic progress. Google Classroom, Khan Academy and I-Ready are used to monitor our student's academic growth. The curriculum teams will meet to interpret the data and adjust the delivery and focus of instruction to meet the academic needs of the students.

To help support the challenges of our parents maintaining a structured schedule for their children, we have included a recommended virtual school schedule. The virtual school schedule includes academic, physical, and creative times, as well as breakfast and lunch breaks. Parents will be given the option to have a phone conference or use Zoom to meet face to face regarding their child's virtual academic progress. Additionally, parent forums via zoom will take place weekly to support parents with the challenges of online learning, and/or mental health anxieties related to COVID-19.

Our school also supported parents and students by continuing the food service program—offering free food to each family. Pansophia Academy used Facebook, the school website, auto-dialing phone system to reach our school families regarding their access to free produce boxes along with breakfast and lunch meals for students.

Values

- Positive Relationships
- Integrity
- Respect
- Reputation
- Consistency
- Dedication

The COVID-19 Preparedness and Response Plan was developed with input from district administrators, board members, staff and parents where Zoom and phone conferencing was used to collaborate on the plan. Three key goals stimulated collaboration efforts and served as the framework in building the district learning plan to meet the needs of the students:



- (1) Developing a student-centered plan;
- (2) Instituting an equitable plan for all students to access learning, and
- (3) Identifying measures to monitor student learning and progress.

School leaders met to collaborate with teachers and seek input in the development of the learning plan. In turn, the school leaders directed the teachers to collaborate with their grade-level teams and content area teachers to provide input in the learning plan. The input and collaboration from our school leaders, teachers, curriculum team, and board members helped to devise a plan centered on the children and families of Pansophia Academy.

School leaders met with teachers and staff and parent representatives using Zoom as a means to collaborate on the district's plan. The school leaders and teachers discussions centered on how students will learn and how students will access resources. School leaders and teachers collectively engaged in discussions regarding the delivery of instructional methods equitable and easily accessible for all students.

School leaders and teachers discussed different modes of communication on how to effectively engage our parents. As well as, different resources to promote parent engagement to strengthen school and parent relationships. School leaders and teachers discussed the learning content, the need to adjust the instruction to meet the specific needs of students. The discussion of options for school schedules (See Appendix B) to safely meet the needs of our community, and breaks emerged. Further discussions centered on progress monitoring methods and tools necessary to foster a clear process for accountability and communicating students' progress to parents served as the draft for the plan.

Phases 1-3

Plan for Operating during Phases 1-3 of the Michigan Safe Start Plan

Safety Protocols

The plan for Phase 3 addresses all required safety protocols from the *Michigan Return to School Roadmap*. The most stringent safety



precautions are in place in the school building while all students engage in virtual learning. Staff and students who do not comply with the safety procedures in place will experience the consequence of other non-compliant behaviors based on staff and student handbooks.

Personal Protective Equipment & Hygiene

During Phase 3, Pansophia Academy will be closed for in-person instruction. Employees and contractors who come to the school will be required to wear appropriate PPE, (masks, etc.) in alignment with the Governor's current Executive Orders. Signs promoting healthy hand washing habits will be posted throughout the building. Anyone entering the building will go through a health screening and sign in and out for contact tracing purposes.

Spacing and Movement

During Phase 3, Pansophia Academy will be closed for in-person instruction and will not be used by licensed child care providers. School employees will be permitted to be physically present for the purposes of conducting basic school operations, including remote live instruction and to collect teaching materials in a safe social distancing manner. School administrators will schedule times for parents to social distance and retrieve student materials and technology.

Screening Students

During Phase 3, Pansophia Academy will be closed for in-person instruction.

Responding to Positive Tests Among Staff and Students

During Phase 3, Pansophia Academy will be closed for in-person instruction.

Food Service, Gathering and Extracurricular Activities

Food service staff prepares weekly meals for families aligned with state guidelines. The meals are received cold and are kept cold for distribution. Food service workers are trained on the non-congregate meal distributions. Meals are ordered and packed for families weekly. Parents drive up and communicate the number of children under 18 (while remaining in the car and the worker at a distance of more than 6 feet), Seven meals are packed for each child for breakfast and lunch, along with 14 milks per child.

The academy plans to continue meal distributions at this level during Phase 3. The plan would include weekly distributions to limit the number



of possible contacts for all involved and to distribute the maximum number of meals (7 per child) to ensure children have enough for an entire week.

All gatherings and extracurricular activities are suspended

Athletics

Athletics are suspended.

Cleaning

To ensure the school building remains functional. Custodians continue to complete building checks for safety concerns and repairs. They check all faucets and run water through them. In addition, they check all heating and cooling components and make adjustments as needed. Custodians will remove any trash from the building, receive inventory orders, meet contractors for task completion and maintain a clean environment. They are informed of any areas visited that week and will sanitize those areas.

Busing and Student Transportation

At this level all buses are parked and will not be used for any transportation services. Designated bus drivers check the buses weekly and start the engines as a precaution.



Mental & Social-Emotional Health

The School Counselor will be the designated mental health liaison for Pansophia Academy. The liaison will identify needs and communicate with local public health agencies and community partners.

Mental Health Screening

Pansophia Academy will implement a mental health screening, compliant with HIPAA and FERPA policies, for all students by a licensed School Counselor. Screening instructions will provide age-appropriate and transparent disclosure of protocols to protect confidentiality while adhering to mandated reporting guidelines:

Mental Health Screening Tools:

Elementary (K-5):

[Center for Epidemiological Studies Depression Scale for Children \(CES-DC\)](#)

Secondary (6-12):

[Patient Health Questionnaire 9 \(PHQ-9\) Modified for Teens](#)

Screening Process Overview:

Elementary:

- **Quarterly Screener:** The school counselor will send the screening tool to all parents to go through with their child. Parents of children in K-1 will be asked to fill out the form for their child. Based on the results of the screener, a schedule will be made to check in with individuals or small groups on a weekly or monthly basis.
- **Education:** The School Counselor and Intern Social Worker will visit virtual classrooms to Educate elementary students and staff about effective use of the Emotional Rainbow and establish a common language.
- **On-going:** Teachers will use the Emotional Rainbow to check in with students daily; if the teachers identify a student that is in need of social emotional assistance they will email the Mental Health Liaison.

Secondary students



- **Quarterly Screener:** The secondary screener will be sent from the School Counselor to all students through their school email to be completed with Google Forms.
- **Ongoing Support:** The School Counselor and Intern Social Worker will use the results of the screener to create a schedule to check in with individual students on a weekly or monthly basis.
- **Self-Referrals:** Students can self-refer through the School Counselor's Google Form.
- **Teacher/Parent Referrals:** Teachers/parents can refer through the School Counselor's Google Form.

Staff Guidelines for Mental Health Referrals and Reporting Protocols

Staff will be trained to identify at-risk students and how to refer them to the counselor in a timely manner using a digital referral form. Established reporting protocols will be used to evaluate physical and mental health status.

Mental Health Staff Development

The School Counselor and Intern Social Worker will work with Administration and community partners to provide professional development to staff to promote holistic wellness and resilience and to prevent burnout and vicarious trauma. Professional development will be ongoing, timely and responsive. Staff will be provided with tools, resources and implementation support, focused on a variety of topics, including:

- Social-Emotional Learning
- Trauma-Informed Best Practices (County Wide Professional Development Day)
- Identification of Students at Risk
- Proper Local Referral Protocols
- Self-Care, including Resiliency Strategies
- Mental Health First-Aid (Started during the 2019-2020 School year)

Crisis Management Plan:

A comprehensive crisis management plan will be implemented efficiently, as needed, in the event that there is a loss of a student, parent or staff member. Components of this plan include:



- Timely and efficient debriefing for staff.
- With permission from the family, a statement, approved by administration to be released to students, parents, and the school community.
- Internal counseling provided by the School Counselor and Intern Social Worker virtually.
- Utilizing community partners, such as Pines Behavioral Health and area counselors to provide additional individual and small group counseling, virtually.
- Referrals to External counseling and mental health resources provided by the School Counselor as needed.

Wellness Resources

The School Counselor and Intern Social Worker will compile and regularly update comprehensive lists of wellness resources for students and their families and staff and leverage MDE resources for student and staff mental health and wellness support. Wellness resources will be available on the school website, linked to Facebook, and hard copy can be mailed or picked up upon request or as necessary. Pansophia Academy already has an established relationship with Pines Behavioral Health as a 31N resource. Students that are in need of comprehensive mental health counseling can see a therapist from Pines free of charge. Those sessions will be offered via zoom.

Communication Channels

Stakeholders can communicate mental health concerns resulting from COVID-19 directly to the School Counselor by phone or email (spish@pansophia.us). Anonymous tips can be submitted through OK2SAY by phone (855-565-2729), email (ok2say@mi.gov) or by utilizing the OK2SAY APP.

Community hotlines are available for immediate support at (517)278-SAFE.

Parent/Guardian Mental Health Communication

The Mental Health liaison will communicate with parents and guardians through mass emails, posts on the school Facebook Page, and the school website. Information communicated will include:

- Destigmatization of COVID-19
- Understanding normal behavioral response to crises
- General best practices of talking through trauma with children



- Positive self-care strategies that promote health and wellness

Instruction

Governance

The COVID-19 Preparedness and Response Plan was developed with input from district administrators, board members, staff and parents where Zoom and phone conferencing was used to collaborate on the plan.

Prior to meeting, administrators sent a feedback survey to parents and teachers to gain an understanding of the challenges faced during the implementation of the Continuity of Learning Plan. Feedback shared with the COVID-19 Preparedness and Response committee included:

- Students not having adequate technology to complete assignments.
- Parents not being able to log on to Google Classroom or other online platforms.
- Students not being consistent in completing their assignments on the online platforms.
- Parents not having the skill set to assist students in completing assignments.

School leaders met to collaborate with teachers and seek input in the development of the learning plan. In turn, the school leaders directed the lead teachers to collaborate with their teaching teams and content area teachers to provide input in the learning plan. The input and collaboration from our school leaders, teachers, curriculum team, and board members helped the committee to devise a plan centered on the children and families of Pansophia Academy.

In writing the plan, leaders formed a committee of teachers, staff members, board members and parent representatives. The committee met using Zoom as a means to collaborate on the district's plan. The committee discussions were centered on how students will learn and how students will access resources as well as safety precautions aligned with the MI Safe Schools Return to School Roadmap. The committee collectively engaged in discussions regarding the delivery of instructional methods equitable and easily accessible for all students.



School leaders and teachers discussed different modes of communication on how to effectively engage our parents. As well as, different resources to promote parent engagement to strengthen school and parent relationships. School leaders and teachers discussed the learning content, the need to adjust the instruction to meet the specific needs of students. The discussion of options for school schedules to safely meet the needs of our community, and breaks emerged. Further discussions centered on progress monitoring methods and tools necessary to foster a clear process for accountability and communicating students' progress to parents served as the draft for the plan.

Three key goals stimulated collaboration efforts and served as the framework in building the district learning plan to meet the needs of the students:

- (1) Developing a safe, student-centered plan;
- (2) Instituting an equitable plan for all students to access learning, and
- (3) Identifying measures to monitor student learning and progress.

Pansophia Academy will use a host of communication tools to reach our stakeholders in an attempt to create equitable access to the plan. While many of our millennial parents and students prefer electronic communications as opposed to mailed communication we have a small group of stakeholders that do not have internet access and will require a hard copy of the plan that can be picked up at the school or mailed by request. The Pansophia Academy school website will serve as one of the tools used to communicate the plan. Facebook, ClassTag, and School Messenger are the selected methods that will serve as a vehicle to communicate the continuity-learning plan to all stakeholders.

Instruction: Remote

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

In Phase 3, all students will be engaged in remote instruction. The remote learning plan below was developed based on feedback from stakeholders and will be distributed to stakeholders in their home



language. Administrators will seek feedback periodically during remote instruction periods and remain connected with MDE about policies and guidance and may make adjustments to the plan and update stakeholders as necessary.

Curriculum:

Teachers will deliver high-quality standards-aligned instruction with curriculum outlined in the Charter Contract with Central Michigan University. Teachers will utilize power standards that identify the major work of the grade in order to focus, prioritize and accelerate instruction. All classes that would typically be taught face-to-face under normal circumstances will be taught virtually or hybrid by Pansophia Academy teachers under highly qualified certification requirements. Students needing credit recovery, or a class that does not fit into their schedule, may be enrolled in an online Edgenuity course with a designated teacher of record and mentor as described in the Charter Contract.

Delivery of Instruction:

All remote learning, provided by Pansophia Academy Teachers, in all phases of this plan will be facilitated through Google Classroom. Teachers will receive training on how to organize assignments in Google Classroom so that students can easily access them and stay organized.

Teachers will be encouraged to use other platforms to communicate with parents and students **in addition to Google Classroom**, such as Remind or ClassTag, that allow two way communication through text messaging.

Elementary and Secondary remote learning schedules (Appendix B) will be followed to allow asynchronous and synchronous learning to occur. This schedule will also allow families with children at multiple grade levels to access synchronous learning opportunities.

Google Meet Video Conferencing will be the platform used for all synchronous virtual learning (virtual class). Google Meet is easily accessed from a link at the top of each Google Classroom. Having a common platform will reduce confusion and increase consistency for students and their families. Virtual class meetings will be recorded and posted to the Google Classroom Stream so that they can be revisited as needed. In the event of failed technology, teachers may use Zoom as a back-up platform for a virtual class meeting. The link to their Zoom meeting will be



posted to their Google Classroom Stream which will send an email to the student.

Student schedules at the secondary level will consist of five classes (four core classes and one quarterly elective). Students and families should expect virtual class meetings to run the full scheduled time-slot, coupled with a task that should take 20-30 minutes to complete. Students, their families, and teachers should be in constant communication with their teachers and discuss this workload. Teachers can provide advice on how to cope with the workload and/or offer ideas to extend the learning for students who need more challenge.

Attendance Expectations:

Teachers will take attendance for scheduled synchronous (virtual class) learning sessions. Students are expected to attend all virtual classes. If a student is unable to attend a virtual class, it is expected that their parent communicates with the teacher so that the absence can be excused, if applicable. It will be the student's responsibility to view the recorded virtual class meeting and complete all required assignments. At the secondary level, teachers may require a student to send notes from the recorded virtual class meeting for a grade if it was not attended and unexcused. At the elementary level, teachers will make contact with the parents of any student who did not attend a virtual meeting and discuss the plan to view the recording and answer any questions about assignments.

Teachers will log all communication with students and parents in a Two-Way Communication Log that will be used to track attendance and participation in remote learning. It is required that two-way communication by phone or email is logged a minimum of once per week (Wednesday-Tuesday) for each student in each subject/class. Failure to participate in communication with a child's teacher/s may result in a truancy referral. Administrators will have access to the communication log and will hold teachers accountable for keeping detailed records.

Access to Instruction:

Pansophia Academy will ensure that all students have access to an electronic device compatible with Google Classroom and internet access. Pansophia Academy has the capacity to loan a Chromebook to any student who needs it. Pansophia Academy will work with families who do not currently have access to the internet so that they can obtain it either through free internet



subscriptions through a provider, or a school issued hot spot, if necessary.

School issued Chromebooks are considered property of the Academy and connected to the Academy's network. Therefore all activity on the Chromebook can be accessed and monitored by the Academy's Technology Department and administrators. Students are expected to follow all guidelines in the Technology Agreement when using a school issued Chromebook.

Pansophia Academy will work with families who either do not have adequate internet access in their area or have strong beliefs against internet use in their home. In this case, teachers will communicate through phone or email, and a process for picking up physical packets will be put in place. This option should be the last resort, as it is the least effective method of direct instruction.

Materials:

To meaningfully access the alternative modes of instruction included in this plan, students will need the following materials:

- A mobile device or school issued Chromebook that can access Google Classroom
- Internet access
- Student usernames and passwords for access to Chromebooks and virtual learning applications (provided by classroom teachers)
- Virtual Class Meeting Schedule

Standards Mastery and Progress Monitoring:

Teachers will use standards mastery to guide instruction. Diagnostics tests and/or formative assessments will be used to screen all students during the first few weeks of school to understand where students are academically and inform instructional decisions for teachers, students, and families. Teachers will work closely with the Reading Specialist and Title Director to home in on monitoring the progress of students in need of additional support and inventory all intervention programs and services available to students on the district and school level to identify any gaps.

Special Education and Students with 504 Plans:

All IEPs, IFSPs and 504 plans will be reviewed in coordination with general and special education teachers to reflect the child's needs based on assessment data and parent feedback. Accommodations and services will be designed accordingly.



Revised plans will include all programs and learning environments, including remote online special education intervention and support services, and career and technical education, if applicable. General and Special Education teachers will collaborate on delivery methods for assessments and instruction as outlined in IEPs and 504 plans. Needs for accessibility and assistive technologies will be considered, where possible.

The Academy will work with the Branch Intermediate School District to provide a continuation of services for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Post-Secondary Supports

The Academy's School Counselor will continue to work with community partners, such as the Early Middle College Liaison, Kellogg Community College Staff, and the Branch Area Careers Center to provide supports for students who are transitioning to postsecondary. The School Counselor will meet with students (virtually) to discuss postsecondary plans and develop their EDP.

Communication & Family Supports

Communication from the Academy to families will be through multiple modes to reach every family and every student in their home language. School wide communication will be sent through Robo-Calls, Emails, and Posts to the Academy's Facebook page. Teachers will reach individual students and their families through posts to their Google Classroom Stream which initiates an email to the student and parent. Teachers will also be encouraged to use ClassTag or Remind as a tool to communicate with students and their families through text messaging.

Administrators will use the modes of communication listed above to update families about expectations around their child's return to school; clear information about hybrid schedule configurations; information about modes of assessment, details on curricula used in each of the core subjects and grade level proficiencies; and plans for school opening scenarios.

Pansophia Academy recognizes that parents are a valuable partner in a child's education. Therefore, teachers will provide supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child, training about how to



access and use Google Classroom and other learning applications, Parent Roadmaps to Common Core State Standards will be provided digitally to each family.

Virtual parent forums will be conducted weekly or as needed. These forums will include topics to support parents during remote instruction. Topics will include training on accessing Google Classroom, and building digital literacy.

The Academy's COVID-19 Preparedness and Response plan will be added to the website. A link to the plan will be Posted on Facebook and sent to all parent email addresses on file. An easy to read Infographic with an overview of the plan will be included in communications sent to families.

Professional Learning

Pansophia Academy will engage in professional learning structures, such as Professional Learning Communities (PLCs) to continue to provide professional learning and training through virtual modes for educators to:

- Collaborate on prototypes for a week's worth of instruction to establish consistency and an appropriate workload.
- Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning and culturally responsive education.
- Share knowledge, continuously learn, and exchange ideas, successes and failures around remote learning through PLCs
- Share information and data about students' assessment results, progress and completed assignments in grade level teams.
- Learn how to use the schools digital systems and tools appropriately and sustainably.
- Build capacity around high quality remote learning.

Monitoring

Connectivity and Access: Teachers will monitor student's connectivity and access, ensuring that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete school work. Issues with



connectivity and access should be reported to administration so that they can work with the family to gain/regain access.

Attendance: Teachers will monitor and track students' online attendance on a daily basis.

Student Work/Feedback: Teachers will assess the quality of student work and provide feedback to students and families based on grade level proficiencies. Teachers will provide differentiated support for students to meet their individual needs. Students will self-assess the quality of work and reflect on teacher feedback and learning progress. This will be recorded in the 2-Way Communication Log.

Excluded Strong recommendations for instruction protocols from the *Return to Schools Roadmap*:

None



Operations

Facilities

Cleaning and Disinfection Supplies and Vendor Suppliers

In preparation for the return of our students to school, a detailed audit and inventory of necessary cleaning and disinfection supplies were drafted before the end of the school year. Meetings were held with the academy's current vendors and new local vendors were secured as a secondary source of PPE suppliers to ensure that the academy has the necessary cleaning supplies to meet the CDC guidelines, maintain high sanitation levels, and maintain the Academy in good working order in preparation for the return of students to school. Additionally, the academy has purchased PPE masks, face shields, gloves that must be worn in tandem when executing cleaning duties.

Building Usage and Food Distribution

Currently, Pansophia Academy is not designated as an active voting site and our campuses will not be used for elections.

Pansophia Academy is a school-wide Title I school. All students eat breakfast and lunch for free, therefore, parents can receive breakfast meals and lunch meals for each one of their children at no cost. Pansophia Academy has an emergency plan for the distribution of food (breakfast and lunch). All parents will receive an auto dialer reminder on the day before food distribution, reminding parents that meals can be picked up each Tuesday every week. Communication regarding picks up will also be posted on the school website as a reminder. Because parents will not be allowed in the physical building, Pansophia will use a drive-through line to facilitate the distribution of meals to parents. The food service staff will note the number of meals requested by parents for their registered child/children.

Child Care and Health Safeguards

Pansophia Academy will not be used as a child care center.



Technology

During phases 1-3, (Remote/Virtual Instruction) technology will serve as a vital lifeline for the delivery of instruction and student learning. To ensure equitable learning for all students, the district's technology equipment must be fully functional, a full maintenance assessment must be completed over the summer to prevent any potential disruptions to learning and additional equipment will be ordered over the summer.

Asset Tracking Tools

Asset tracking tools have been developed by the district to keep track of existing inventory, new inventory, damaged equipment going out for repair, damaged equipment returned to the district, devices loaned out to parents, and the number of loaned devices returned to the district (see attachments). All tracking information will be kept electronically and paper records will be maintained in a binder in each school's leader's office and the District Technology Coordinator's office.

Identified Technology Vendor

Charter Technologies, Inc. located in Livonia, Michigan, and has served public charter schools for fifteen years or more. Charter Technologies, Inc. has well-established ties to the industry and has served as the schools approved Technology vendor for years. Charter Technologies, Inc. will assist and support with processing, returning, and maintenance of the district technology equipment and devices. Bi-weekly, Charter Technologies will report to the school to an on-site triage area and repair teacher and student devices to minimize the time that staff and students have to be without a computer. If the student and teacher devices cannot be repaired on-site within the triage area; a temporary device will be administered to the student or teacher; thus, reducing the wait time for a device. Over the summer and throughout the school year, Charter Technologies, Inc. will conduct a Technology evaluation of the district's infrastructure. The server will be checked along with all Wi-Fi access points and wired network devices in each building.

Surveying Needs

Pansophia Academy will survey all parents before the start of the school. The data results from the survey will aid Pansophia Academy in determining the number of computers per household available for student learning, types of technology devices available to our students for learning, and whether or not our families require internet access to support remote learning. Moreover, the survey will help the district determine the number of Chromebooks required for study disbursement



and ensure that every student has access to the appropriate technology and connectivity needed to continue learning.

Maintenance Process and Safeguards

Before Pansophia Academy distributes Chromebooks to families that request a Chromebook at the beginning of the school year, Charter Technologies, Inc. will come to the school and conduct a maintenance assessment of all district-owned Chromebooks and desktop computers. These maintenance procedures will take place over the summer to ensure all Chromebooks and desktop computers are fully functional and repairs and replacements have been taken care of, before the start of school. Further, Charter Technologies, Inc. will use microfiber towels, sixty percent alcohol-based solution to sanitize all computer equipment and cords before and after the computer maintenance procedures. Charter Technologies will wear face masks and gloves during the assessment process to prevent any contamination of the computer equipment and cords.

ALL Chromebooks and computer serial numbers that require additional work or replacement will be noted on a separate inventory list by the building Technology Leader Teams. Charter Technologies, Inc. will make sure that all Chromebooks have the internet icon loaded on to all Chromebooks as well as any other necessary icon for learning, thereby giving students easy access to various approved learning platforms. Additionally, Charter Technologies, Inc. will block any inappropriate websites that our students might venture onto at the request of the Technology Team Leaders or District Technology Coordinator. Charter Technology, Inc. will continue to block inappropriate websites as concerns come to our attention. Charter Technology, Inc. will routinely conduct remote maintenance on all district Chromebooks, but not without, a prior parent announcement from the District Technology Coordinator. Charter Technology, Inc. will remove any malware during off-school hours to prevent any disruption to the school day and student's study hours.

Technology Plan and Technology Parent Loans

The school's Technology Plan will be posted on the school website before the start of school. Each parent and student must sign off on the acknowledgment page of the district's Technology Plan before the start of school; agreeing to adhere to our technology policies. Verification of an executed parent and student signature acknowledgment page must be on record before Chromebooks are released from the school. Parents/guardians requesting to borrow a Chromebook from the district on behalf of their child(ren) will complete a ***Chromebook Loan Request***



form (see attached documents). Once the loan request paperwork is completed and the parent and student have signed off on the acknowledgment page of our District Technology Plan, the parent/guardian can check out a Chromebook from the district. Set dates to pick up and drop off Chromebooks will be listed on the district's school website. Parents and students transferring out of the district before the end of the school year MUST turn in their Chromebook before exiting the district. Robocalls, Social Media and other communication apps (ClassTag, Remind) will also be used to communicate pick and drop off dates. Parents in need of a Chromebook for their child(ren) will pick up a Chromebook at their assigned campus. (see the attached Technology Plan).

Chromebook Distribution, Collection Process, and Safety Protocols

All Chromebooks will be stored in a cart to keep them separated from one another. All students will receive an assigned Chromebook with the serial number, email address, password of the assigned Chromebook with detailed instructions of how to sign on, access internet, procedures for launching all relevant learning icons and a list of their assigned Technology Team Leaders contact information. Before the end of the school year, school-wide communications will be disseminated noting the return date for all Chromebooks signed out by parents. In adhering to the safety and health precautions of CDC, all Chromebooks returned will be disinfected and placed back into the cart.

Technology Support for Families

The assigned school Technology Team will serve as an internal 'help desk' for parents/ guardians and students using district Chromebooks. The building Technology Team and the District Technology Coordinator will work closely with Charter Technologies, Inc. throughout the school year to monitor device usage and compliance with online learning programs and platforms. The District Technology Coordinator will ensure that students can submit their assignments through Google Classroom so that assignments can be evaluated promptly by their teachers. If a technical problem cannot be resolved at the school level, Charter Technologies, Inc. will reach out to the parents/guardian directly to troubleshoot any mechanical and technological problems related to Chromebooks on loan to parents/guardians.

Technology Training for Teachers, Parents, and Students

The assigned Technology Building Team Leads will work with the administration for Pansophia Academy. The principal and assistant principal will work with the District Coordinator to coordinate the district technology training for all platforms and tools necessary to support staff,



parents, and students before the start of school and throughout the school year. Training over the summer will allow all stakeholders to adapt to remote learning platforms, tools, and practices. The District Technology Coordinator will ensure that the technical regulations of our technology plan have been communicated to staff, students, and parents and are available for review on our school website. Additionally, our District Technology Coordinator is responsible for the oversight of maintaining the fidelity of our technology plan, assisting the enrollment department, serving as a technical resource for the district, staying abreast of technical platforms and best practices, social media communications, reviewing and updating the district's policies (data privacy policies, acceptable use policies, accidental damage, theft, and loss of technology), ensure students have access to appropriate technology and connectivity to continue learning, and finally working in tandem with our outside Technology vendor (Charter Technologies, Inc., 248.228-3065, merk@chartertech).

Budget Food Service, Enrollment, and Staffing

Redeployment & Furlough of Staff

Pansophia Academy's principal will work with the School Board, CS Partners Human Resources Department, and finance department, and the Director of School Leadership (DSL) to redeploy or furlough staff. When the district is operating at levels 1, 2, or 3 "no in-person instruction," staff will be redeployed in areas of need according to; (1) experience and expertise; (2) certification; (3) training and willingness to execute the assignment with fidelity. Transportation staff will be required to assist on each Monday and Tuesday to help bag student's meals for pick up and go under the direction of the Food Service Department. The transportation staff will wear masks and gloves and adhere to all regulations of safety and health protocols. When staff is placed on furlough, this means that their current position will not impact teaching and learning.

Reading and Math Specialist

Reading and Math Specialists will push into the virtual classroom lessons to assist students in reading and math. The district specialist will hold face to face Zoom sessions which include one on one support and small group sessions to continue academic support. Parents will have an option for the support service to occur over the phone. Support services



will be logged by the specialist indicating the date and time and the focus of the administered support.

Excluded Strong recommendations for Operations protocols from the Return to Schools Roadmap:

None



Phase 4

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

Safety Protocols

The plan for Phase 4 addresses all required and strongly recommended safety protocols from the *Michigan Return to School Roadmap*.

Stringent safety precautions are in place in the school building while families have a choice for 100% Face-to-Face (K-5 only), 100% Virtual (K-12) or a Hybrid Model (6-12 only) instruction. Staff and students who do not comply with the safety procedures in place will experience the consequence of other non-compliant behaviors based on staff and student handbooks.

School Administration, with guidance from the local health department, may determine that it is necessary to move to Phase 4 or Phase 3 operations at any time while the state remains in Phase 5 without official board approval.

Personal Protective Equipment

Facial coverings must always be worn by the following except for while eating:

- All staff members while in the building or outside when social distancing is not possible.
- All Students in K-12 with social distanced mask breaks as needed.
- All staff and all students when on a bus.
- All staff and all students when in indoor hallways and common areas.

Exceptions will be made for any students or staff members with a doctor's note who cannot medically tolerate a facial covering or are unable to remove the facial covering without assistance.

Excluded Strong recommendations for face covering protocols from the Return to Schools Roadmap:

None



Hygiene

Pansophia Academy will provide adequate supplies to support healthy hygiene behaviors including soap, hand sanitizer (with at least 60% alcohol), paper towels, tissues, and signs reinforcing proper handwashing techniques.

Teachers will:

- Model and educate on proper mask wearing.
- Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- Model and educate how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Schedule handwashing with soap and water every 2-3 hours
- Limit sharing of personal items and supplies such as writing utensils.
- Keep students' personal items separate and in individually labeled cubbies or lockers.
- Limit the use of classroom materials to small groups and disinfect between use or provide adequate supplies to assign for individual student use.

Custodians will:

- Systematically check and refill soap and hand sanitizers on a daily basis.
- Set up hand sanitizing stations throughout the building.

Excluded Strong recommendations for hygiene protocols from the *Return to Schools Roadmap*:

None

Spacing, Movement and Access

In the classroom:

- Students' work spaces (Desks or at tables) will be spaced 6 feet apart in classrooms and facing toward the front of the classroom when feasible.
- In classrooms where large tables are utilized, students will be spaced as far apart as feasible (at least 3 feet) with barriers.
- Class sizes will be kept to the level afforded by necessary spacing requirements.



- Teachers will maintain six feet of spacing between themselves and students as much as possible.
- Signage will indicate proper social distancing.
- Floor tape/stickers will be used at 6 foot intervals where line formation is anticipated.
- Teachers will be allowed and encouraged to open their windows, weather permitting.
- Groups of students will be cohorted by grade level.
- Specials (Art, Music, Spanish) will be brought to elementary classrooms instead of having students move to different locations.
- Secondary students (6-12) will be on a staggered schedule of in-person and virtual teaching.
- Physical Education will be held outside when possible, and social distancing will be practiced.
- Lunch will be consumed in the classrooms or in small groups in the gym.

Other Building Areas:

- Signage to indicate flow of traffic and proper social distancing will be posted in hallways, offices and bathrooms.
- Signs to indicate proper hand hygiene techniques will be posted on restroom entrances and mirrors.
- Floor markings and chair seating will promote social distancing in the main office.
- Family members or other guests are not allowed in the school building except under extenuating circumstances scheduled or approved by the school administrators.
- Adult guests entering the building will be screened for symptoms, wear a facial covering and sanitize hands prior to entering. Strict records, including date and time will be kept of non-school employees or other visitors entering and exiting the building.
- Hallways will be monitored during arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.

Excluded Strong recommendations for spacing, movement and access protocols from the *Return to Schools Roadmap*:

None



Screening Students and Staff

Pansophia Academy will cooperate with the Branch County Health Department regarding implementing protocols for screening students and staff for symptoms of COVID-19.

Families will be encouraged to check their child's temperature at home every morning. Students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present. The presence of any symptoms should prompt the family to keep the student home from school and to follow up with a primary care provider.

As recommended by the Branch County Health department, all staff and students will be temperature scanned upon entry to the building or school bus. Any staff member with a temperature of 100.4 or higher will be required to leave immediately. Parents of students riding the bus will be required to check their child in with the bus driver. Parents will be asked to take the child back home if their temperature is 100.4 or higher. Students with a temperature of 100.4 or higher at the school entrance will be taken to a designated quarantine area until their parent or designated person/emergency contact can pick them up.

Parents will be encouraged to communicate electronically. Building access will only involve essential visitors. ALL visitors will be 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.

The principal's office, attached to the main office, has been designated as a quarantine area. The academy will designate a staff member to care for students who become ill at school. Ill students and the staff caring for them will keep their mask in place until they can be picked up. Symptomatic students sent home from school will be required to stay home until they have tested negative or have completely recovered according to CDC guidelines. Students who are home in quarantine will be encouraged to continue academic work virtually.

In the event that a student requires an aerosolized procedure, the staff member caring for him/her will wear an N95 mask provided by the Academy.

Staff will conduct daily self-examinations using an electronic [Daily Health Certification Form](#) including a temperature check, prior to coming to work. Employees who are unable to successfully complete the form on their personal device will be required to complete it in the front office. Electronic screening will be encouraged. Staff exhibiting any respiratory



or gastrointestinal symptoms or a temperature of 100.4 or greater will be required to stay home until they have tested negative or have completely recovered according to CDC guidelines.

The district will employ guidelines to ensure the health and safety of all stakeholders. All campuses, after school activities, transportation etc. will follow the same guidelines.

Excluded Strong recommendations for screening students and staff protocols from the *Return to Schools Roadmap*:

None

Testing Protocols for Students and Staff

Pansophia Academy will cooperate with the Branch County Health Department regarding implementing protocols for screening students and staff.

Students who develop a fever or become ill with COVID-19 symptoms at school will continue to wear their mask and be transported by their parent guardian, emergency contact, or ambulance if clinically unstable, for off-site testing or quarantine. Students with symptoms will not be allowed to ride the bus home. Parents will be required to transport the student to minimize exposure.

Staff who develop a fever or become ill with COVID-19 symptoms at school will continue to wear their mask and be transported, if necessary, for off-site testing or quarantine.

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

In the event that a staff member, student, or visitor tests positive or has been clinically diagnosed with COVID-19 in the classroom and/or school, families will be notified for closer observation of any symptoms at home. Immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home.



**Excluded Strong recommendations for testing protocols from the
*Return to Schools Roadmap:***

None

Responding to Positive Tests Among Staff and Students

Pansophia Academy will cooperate with the Branch County Health Department if a confirmed case of COVID-19 is identified. In particular, the academy will collect the contact information for any close contacts of an infected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.

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

The Branch County Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+minutes) will be asked to self-quarantine for up to 14 days after exposure. Local health officials, depending on the situation may identify other contacts who require quarantine. Pansophia Academy will help the local health department by collecting data and contact information on those exposed.

Staff will be provided with guidance on confidentiality laws and statutes that protect student and staff health information.

Employees with a confirmed case of COVID-19 will only be able to return to work after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.

Areas exposed to a confirmed COVID-19 case will be closed for 24 hours before cleaning to minimize the risk of any airborne particles. Cleaning staff will wear a mask, gloves and a face shield when cleaning these areas.

Confirmed cases of COVID-19 may result in school closure. If it is necessary to close the academy due to COVID-19, all instruction will continue in virtual format as outlined in Phase 3 of this plan.



Excluded strong recommendations for responding to positive tests among staff and students protocols from the *Return to Schools*

Roadmap:

None

Food Service, Gathering, and Extracurricular Activities

Compartmentalized, sealed, School-supplied meals will be delivered to classrooms with disposable utensils. Staff will place meals on the student's assigned seated area.

Classrooms or outdoor areas will be used to eat meals at school to reduce the number of people filed through the cafeteria. If the cafeteria is used at any time students will be seated 6 feet apart. Serving and cafeteria staff will use barrier protection including gloves, face shields, and masks. Students, teachers, and food service staff will wash hands before and after every meal.

If Michigan is granted waivers for non-congregant meals, students on virtual days will have the option to pick up meals using the social distancing drive up method outlined in level three.

Food service staff will continue to train on best food and safety practices and will follow all guidelines outlined for food service. Food service staff will wear masks, shields, and gloves. They will continue to use proper handwashing with each change of gloves and before and after serving food.

At the elementary level, recess will be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, the classes will be designated to a specific area. If the classes mix, they will be required to wear facial coverings.

There will be no indoor assemblies that bring together students from more than one classroom. Large events of more than 50 people are suspended in Phase 4. Parent teacher conferences and assemblies will take place in virtual format under this phase. Students, teachers and staff should wash hands before and after every event.

Off-site field trips that require bus transportation to an indoor location are suspended in Phase 4.

Extracurricular activities may continue with the use of facial coverings.



Excluded Strong recommendations for food service, gathering, and extracurricular activity protocols from the *Return to Schools*

Roadmap:

None

Athletics

Pansophia Academy will comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS)

Coaches and students will be required to wear a mask or facial covering when indoors, or outdoors when social distancing cannot occur.

Students, teachers and staff will use proper hand hygiene techniques before and after every practice, event, or other gathering. Participants and coaches will confirm that they are healthy and without any symptoms prior to any event, including temperature checks.

All equipment will be disinfected before and after use.

If inter-School competitions are held, facial coverings will be worn on school transportation. Buses will be cleaned and disinfected before and after every use as detailed in the subsequent “Busing and Student Transportation” section.

Due to the size of our gym, all practices and events will be closed to spectators, as social distancing guidelines cannot be met.

Each participant will use a clearly marked water bottle for individual use. Water bottles cannot be shared.

Handshakes, fist bumps, and other unnecessary contact will not occur. Sharing of equipment will be avoided when possible.

Indoor physical conditioning activities that require shared equipment are suspended under phase 4. Social distancing will be maintained during outdoor physical conditioning activities.

Any large outdoor spectator events are limited to 100 people. Individuals that are not part of the same household must maintain six feet of distance from one another.



Confirmed cases with players, coaches or activity leaders and participants will be reported immediately to the local health department and all parents. Off-site COVID-19 testing or self-isolation in compliance with guidelines from the health department should be completed. The activity or sport may be cancelled as a result of the positive case.

Excluded Strong recommendations for athletics protocols from the *Return to Schools Roadmap*:

None

Cleaning

Frequently touched surfaces including light switches, doors, benches and bathrooms will undergo cleaning every three to four hours with either an EPA-approved disinfectant or diluted bleach solution.

All classrooms will undergo cleaning after every class period with an EPA-approved disinfectant or diluted bleach solution.

Student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.

Playground structures will undergo normal routine cleaning.

Cleaning staff will ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.

Pansophia Academy will maintain a supply of three to six months' worth of cleaning and other supplies to ensure preparation for unexpected circumstances.

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.

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 has purchased electrostatic sprayers for daily building and bus disinfecting. All staff members will also have disinfectant hand sprayers and supplies.

Custodians and food service staff will frequently clean and disinfect based on CDC requirements and food service requirements.

The Academy will close down any areas of potential risk immediately. When it is safe, the area will be thoroughly disinfected. If the Academy remains open, the area may reopen 3 days after the sterilizing process or according to CDC guidelines.

Custodial staff will complete training August 12, 2020 to prepare for re-opening, cleaning and safety procedures.

Excluded Strong recommendations for cleaning protocols from the *Return to Schools Roadmap*:
None

Busing and Student Transportation

Transportation will be offered for students attending in-person learning with stringent safety protocols in place. Prior to boarding the bus, the temperature of each rider will be taken as a health screener in compliance with recommendations from the local health department. Parents who choose bus transportation for their child must wait with their child at bus stops until the health screener is cleared and their child boards the bus. Students with a temperature of 100.4 or higher will not be permitted to board the bus and will be required to stay home until they have tested negative or have completely recovered according to CDC guidelines. Likewise, students who become ill while at school will not be permitted to use bus transportation to return home and must follow protocols outlined above.

If a driver becomes sick during the day, he/she must follow protocols for sick staff outlined in this plan and must not return to drive students.

To reduce the risk of spread of COVID-19, the following safety protocols will be in place:

- Sanitizer and temperature scanners will be supplied for transportation use.
- All riders will use hand sanitizer before entering the bus.



- Students who do not share a home will not share a seat.
- The bus driver, staff, and all students, if medically feasible (Dr.'s Note required), must wear facial coverings while on the bus. Face coverings will be provided as needed.
- Weather permitting, when appropriate and safe, windows will be opened while the vehicle is in motion to increase air circulation.
- Buses will be cleaned and disinfected with an electrostatic sprayer before and after every route. Children will not be present during cleaning.
- Frequently touched surfaces (e.g., surfaces in the driver's cockpit, windows, grab handles, etc.) will be disinfected prior to morning and afternoon routes.
- If used, equipment, such as car seats, wheelchairs, walkers and adaptive equipment being transported will be cleaned, sanitized and disinfected daily.
- Weather permitting, doors and windows will be kept open while cleaning the bus and between trips to let the vehicle thoroughly air out.

Excluded Strong recommendations for busing and student transportation protocols from the *Return to Schools Roadmap*:
None

Medically Vulnerable Students and Staff

All current care plans for accommodating students with special healthcare needs (Individual Healthcare Plans, Individualized Education Plans (IEP), Individualized Family Service Plans and 504 Plans) will be reviewed and updated as needed to decrease their risk for exposure to COVID-19. Families who self-identify their child as high-risk for severe illness due to COVID-19 on the Instructional Options Form can choose a full virtual option for their child.

Staff who self-identify as high-risk for severe illness due to COVID-19 will be re-assigned work duties to reduce the risk of exposure (e.g., minimize face-to-face contact, allowing to maintain a distance of six feet from others, modified job responsibilities, or telework, if possible) on a case by case basis.

Staff caring for children and providing any medical care that includes aerosol generating procedures will be provided with an N95 mask.



Excluded Strong recommendations for medically vulnerable students and staff protocols from the *Return to Schools Roadmap*:
None



Mental & Social-Emotional Health

Mental & Social-Emotional Health protocols in Phase 4 are identical to those in Phase 3, with the exception that some screening and education will be facilitated in person for those who choose face-to-face or hybrid instruction models. The School Counselor will be the designated mental health liaison for Pansophia Academy. The liaison will identify needs and communicate with local public health agencies and community partners.

Mental Health Screening

Pansophia Academy will implement a mental health screening, compliant with HIPAA and FERPA policies, for all students by a licensed School Counselor. Screening instructions will provide age-appropriate and transparent disclosure of protocols to protect confidentiality while adhering to mandated reporting guidelines:

Mental Health Screening Tools:

Elementary (K-5):

[Center for Epidemiological Studies Depression Scale for Children \(CES-DC\)](#)

Secondary (6-12):

[Patient Health Questionnaire 9 \(PHQ-9\) Modified for Teens](#)

Screening Process Overview:

Elementary:

- **Quarterly Screener:** The school counselor will send the elementary screening tool to all parents to go through with their child. Parents of children in K-1 will be asked to fill out the form for their child. Students who do not complete the screener with their parents may complete it with teacher or Counselor assistance if they are participating in face-to-face instruction. Based on the results of the screener, a schedule will be made to check in with individuals or small groups on a weekly or monthly basis.
- **Education:** The School Counselor and Intern Social Worker will visit virtual and in-person classrooms to Educate elementary students and staff about effective use of the Emotional Rainbow and establish



a common language. These face-to-face education sessions may be done VIA Zoom to minimize contact.

- **On-going:** Teachers will use the Emotional Rainbow to check in with students daily; if the teachers identify a student that is in need of social emotional assistance they will email the Mental Health Liaison.

Secondary students

- **Quarterly Screener:** The secondary screener will be sent from the School Counselor to all students through their school email to be completed with Google Forms. Classroom time may be set aside for face-to-face students to complete the screener at school.
- **Ongoing Support:** The School Counselor and Intern Social Worker will use the results of the screener to create a schedule to check in with individual students on a weekly or monthly basis.
- **Self-Referrals:** Students can self-refer through the School Counselor's Google Form.
- **Teacher/Parent Referrals:** Teachers/parents can refer through the School Counselor's Google Form.

Staff Guidelines for Mental Health Referrals and Reporting Protocols

Staff will be trained to identify at-risk students and how to refer them to the counselor in a timely manner using a digital referral form. Established reporting protocols will be used to evaluate physical and mental health status.

Mental Health Staff Development

The School Counselor and Intern Social Worker will work with Administration and community partners to provide professional development to staff to promote holistic wellness and resilience and to prevent burnout and vicarious trauma. Professional development will be ongoing, timely and responsive. Staff will be provided with tools, resources and implementation support, focused on a variety of topics, including:

- Social-Emotional Learning



- Trauma-Informed Best Practices (County Wide Professional Development Day)
- Identification of Students at Risk
- Proper Local Referral Protocols
- Self-Care, including Resiliency Strategies
- Mental Health First-Aid (Started during the 2019-2020 School year)

Crisis Management Plan:

A comprehensive crisis management plan will be implemented efficiently, as needed, in the event that there is a loss of a student, parent or staff member. Components of this plan include:

- Timely and efficient debriefing for staff.
- With permission from the family, a statement, approved by administration to be released to students, parents, and the school community.
- Internal counseling provided by the School Counselor and Intern Social Worker virtually or in person.
- Utilizing community partners, such as Pines Behavioral Health and area counselors to provide additional individual and small group counseling, virtually.
- Referrals to External counseling and mental health resources provided by the School Counselor as needed.

Wellness Resources

The School Counselor and Intern Social Worker will compile and regularly update comprehensive lists of wellness resources for students and their families and staff and leverage MDE resources for student and staff mental health and wellness support. Wellness resources will be available on the school website, linked to Facebook, and hard copy can be mailed or picked up upon request or as necessary. Pansophia Academy already has an established relationship with Pines Behavioral Health as a 31N resource. Students that are in need of comprehensive mental health counseling can see a therapist from Pines free of charge. Those sessions will be offered via zoom until visitors are allowed in the building.

Communication Channels

Stakeholders can communicate mental health concerns resulting from COVID-19 directly to the School Counselor by phone or email (spish@pansophia.us). Anonymous tips can be submitted through



OK2SAY by phone (855-565-2729), email (ok2say@mi.gov) or by utilizing the OK2SAY APP.

Community hotlines are available for immediate support at (517)278-SAFE.

Parent/Guardian Mental Health Communication

The Mental Health liaison will communicate with parents and guardians through mass emails, posts on the school Facebook Page, and the school website. Information communicated will include:

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

Excluded Strong recommendations for mental and social emotional health protocols from the *Return to Schools Roadmap*:

None

Instruction

Governance

The COVID-19 Preparedness and Response Plan was developed with input from district administrators, board members, staff and parents where Zoom and phone conferencing was used to collaborate on the plan.

Prior to meeting, administrators sent a feedback survey to parents and teachers to gain an understanding of the challenges faced during the implementation of the Continuity of Learning Plan. Feedback shared with the COVID-19 Preparedness and Response committee included:

- Students not having adequate technology to complete assignments.
- Parents not being able to log on to Google Classroom or other online platforms.
- Students not being consistent in completing their assignments on the online platforms.



- Parents not having the skill set to assist students in completing assignments.

School leaders met to collaborate with teachers and seek input in the development of the learning plan. In turn, the school leaders directed the lead teachers to collaborate with their teaching teams and content area teachers to provide input in the learning plan. The input and collaboration from our school leaders, teachers, curriculum team, and board members helped the committee to devise a plan centered on the children and families of Pansophia Academy.

In writing the plan, leaders formed a committee of teachers, staff members, board members and parent representatives. The committee met using Zoom as a means to collaborate on the district's plan. The committee discussions were centered on how students will learn and how students will access resources as well as safety precautions aligned with the MI Safe Schools Return to School Roadmap. The committee collectively engaged in discussions regarding the delivery of instructional methods equitable and easily accessible for all students.

School leaders and teachers discussed different modes of communication on how to effectively engage our parents. As well as, different resources to promote parent engagement to strengthen school and parent relationships. School leaders and teachers discussed the learning content, the need to adjust the instruction to meet the specific needs of students. The discussion of options for school schedules to safely meet the needs of our community, and breaks emerged. Further discussions centered on progress monitoring methods and tools necessary to foster a clear process for accountability and communicating students' progress to parents served as the draft for the plan.

Three key goals stimulated collaboration efforts and served as the framework in building the district learning plan to meet the needs of the students:

- (1) Developing a safe, student-centered plan;
- (2) Instituting an equitable plan for all students to access learning, and
- (3) Identifying measures to monitor student learning and progress.

Pansophia Academy will use a host of communication tools to reach our stakeholders in an attempt to create equitable access to the plan. While many of our millennial parents and students prefer electronic communications as opposed to mailed communication we have a small group of stakeholders that do not have internet access and will require a



hard copy of the plan that can be picked up at the school or mailed by request. The Pansophia Academy school website will serve as one of the tools used to communicate the plan. Facebook, ClassTag, and School Messenger are the selected methods that will serve as a vehicle to communicate the continuity-learning plan to all stakeholders.

Instruction: In-Person/Hybrid with Continued Full-Time Virtual/Remote Option

Pansophia Academy will work to ensure that every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject, including strategies to accelerate student learning. Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics to determine student readiness to engage in grade-level content. Teachers will offer scaffolds and supports to meet the diverse academic and social-emotional needs of their students. Academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning and strengthening connections with students.

In Phase 4, Pansophia Academy will activate hybrid and Face-to-Face learning programs while continuing full virtual options for families who choose to remain fully virtual. The Phase 4 plan was developed based on best practices for blended or remote learning as well as feedback from stakeholders and will be distributed to stakeholders in their home language. Administrators will seek feedback periodically during remote instruction periods and remain connected with MDE about policies and guidance and may make adjustments to the plan and update stakeholders as necessary.

In-Person/Hybrid Schedule and Safety Measures: (Appendix B)

Elementary: Kindergarten through 5th grade students will be offered a 5 Full-Day in-person school week.

Secondary: 6th-12th grade students will be on a staggered 2-day in-person/ 3-day virtual hybrid schedule, unless in-person enrollment numbers allow social distancing. If numbers allow, secondary students will have a 4-day in person, 1-day virtual schedule to accommodate the demand for teachers teaching both in person and virtual classes.

Features of In-Person/Hybrid Model

- Small class sizes



- Curriculum delivered by Pansophia Academy teachers with the use of Google Classroom to ensure easy transition to full virtual if necessary.
- Students stay in cohort groups (with the exception of secondary students who choose to participate in music electives).
- Two-way communication between teachers and Parents.
- Chromebooks available for check-out.
- Mental & social emotional learning with support available.
- Compliance with all current and future executive orders and guidelines of the local health department as described in the *Phase 4 Safety Protocols* section of this plan.
- Biweekly Virtual Forums for Parents - School-Wide Virtual meetings to support parents, provide updates, and answer questions.

Curriculum:

Teachers will deliver high-quality standards-aligned instruction with curriculum outlined in the Charter Contract with Central Michigan University. Teachers will utilize power standards that identify the major work of the grade in order to focus, prioritize and accelerate instruction. All classes that would typically be taught face-to-face under normal circumstances will be taught virtually or hybrid by Pansophia Academy teachers under highly qualified certification requirements. Students needing credit recovery, or a class that does not fit into their schedule, may be enrolled in an online Edgenuity course with a designated teacher of record and mentor as described in the Charter Contract.

Delivery of Instruction:

All in-person and remote learning, provided by Pansophia Academy Teachers, in all phases of this plan will be facilitated through Google Classroom to ensure easy transitions between phases if necessary. Teachers will receive training on how to organize assignments in Google Classroom so that students can easily access them and stay organized.

Teachers will be encouraged to use other platforms to communicate with parents and students **in addition to Google Classroom**, such as Remind or ClassTag, that allow two way communication through text messaging.



Elementary and Secondary in-person and hybrid learning schedules (Appendix B) will be followed to allow asynchronous and synchronous learning to occur. This schedule will also allow families with children at multiple grade levels to access synchronous learning opportunities.

Google Meet Video Conferencing will be the platform used for all synchronous virtual learning (virtual class). Google Meet is easily accessed from a link at the top of each Google Classroom. Having a common platform will reduce confusion and increase consistency for students and their families. Virtual class meetings will be recorded and posted to the Google Classroom Stream so that they can be revisited as needed. In the event of failed technology, teachers may use Zoom as a back-up platform for a virtual class meeting. The link to their Zoom meeting will be posted to their Google Classroom Stream which will send an email to the student.

Student schedules at the secondary level will consist of five classes (four core classes and one quarterly elective). Students and families should expect virtual class meetings to run the full scheduled time-slot, coupled with a task that should take 20-30 minutes to complete. Students, their families, and teachers should be in constant communication with their teachers and discuss this workload. Teachers can provide advice on how to cope with the workload and/or offer ideas to extend the learning for students who need more challenge.

Attendance Expectations:

Teachers will take attendance for scheduled synchronous (virtual class) learning sessions. Students are expected to attend all virtual classes. If a student is unable to attend a virtual class, it is expected that their parent communicates with the teacher so that the absence can be excused, if applicable. It will be the student's responsibility to view the recorded virtual class meeting and complete all required assignments. At the secondary level, teachers may require a student to send notes from the recorded virtual class meeting for a grade if it was not attended and unexcused. At the elementary level, teachers will make contact with the parents of any student who did not attend a virtual meeting and discuss the plan to view the recording and answer any questions about assignments.

Teachers will log all communication with students and parents in a Two-Way Communication Log that will be used to track



attendance and participation in remote learning. It is required that two-way communication by phone or email is logged a minimum of once per week (Wednesday-Tuesday) for each student in each subject/class. Failure to participate in communication with a child's teacher/s may result in a truancy referral. Administrators will have access to the communication log and will hold teachers accountable for keeping detailed records.

Access to Instruction:

Pansophia Academy will ensure that all students have access to an electronic device compatible with Google Classroom and internet access. Pansophia Academy has the capacity to loan a Chromebook to any student who needs it. Pansophia Academy will work with families who do not currently have access to the internet so that they can obtain it either through free internet subscriptions through a provider, or a school issued hot spot, if necessary.

School issued Chromebooks are considered property of the Academy and connected to the Academy's network. Therefore all activity on the Chromebook can be accessed and monitored by the Academy's Technology Department and administrators. Students are expected to follow all guidelines in the Technology Agreement when using a school issued Chromebook.

Pansophia Academy will work with families who either do not have adequate internet access in their area or have strong beliefs against internet use in their home. In this case, teachers will communicate through phone or email, and a process for picking up physical packets will be put in place. This option should be the last resort, as it is the least effective method of direct instruction.

Materials:

To meaningfully access the alternative modes of instruction included in this plan, students will need the following materials:

- A mobile device or school issued Chromebook that can access Google Classroom
- Internet access
- Student usernames and passwords for access to Chromebooks and virtual learning applications (provided by classroom teachers)
- Virtual Class Meeting Schedule

Standards Mastery and Progress Monitoring:



Teachers will use standards mastery to guide instruction. Diagnostics tests and/or formative assessments will be used to screen all students during the first few weeks of school to understand where students are academically and inform instructional decisions for teachers, students, and families. Teachers will work closely with the Reading Specialist and Title Director to hone in on monitoring the progress of students in need of additional support, as well as the growth of students who need acceleration, and inventory all intervention programs and services available to students on the district and school level to identify any gaps or trends. This data will be used to design systemic supports and interventions. Additional standards-aligned tools or materials to support differentiation, intervention, and remote learning will be procured, based on students' needs.

Special Education and Students with 504 Plans:

All IEPs, IFSPs and 504 plans will be reviewed in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data, parent feedback, and time away from associated services (including OT, PT, and speech while school buildings were closed. Accommodations and services will be designed accordingly. The Academy will work with the Branch Intermediate School District to provide a continuation of these services and evaluations by school psychologists and social workers.

Revised plans will include all programs and learning environments, including remote online special education intervention and support services, and career and technical education, if applicable. General and Special Education teachers will collaborate on delivery methods for assessments and instruction as outlined in IEPs and 504 plans. Needs for accessibility and assistive technologies will be considered, where possible.

Teachers and administrators will work to activate structures outside of the regular school day if the need for these supports is determined. Summer learning options, extended day, and/or after-school programming may be leveraged to support students in need of additional support during Phase 4 operations.

Post-Secondary Supports

The Academy's School Counselor will continue to work with community partners, such as the Early Middle College Liaison, Kellogg Community College Staff, and the Branch Area Careers



Center to provide supports for students who are transitioning to postsecondary. The School Counselor will meet with students (virtually) to discuss postsecondary plans and develop their EDP.

Communication & Family Supports

Communication from the Academy to families will be through multiple modes to reach every family and every student in their home language. School wide communication will be sent through Robo-Calls, Emails, and Posts to the Academy's Facebook page. Teachers will reach individual students and their families through posts to their Google Classroom Stream which initiates an email to the student and parent. Teachers will also be encouraged to use ClassTag or Remind as a tool to communicate with students and their families through text messaging.

Administrators will use the modes of communication listed above to update families about expectations around the duration of school closures and reopening.

Decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time and estimated workload are included in this plan and will be communicated to families.

Teachers will provide supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child. Parent Roadmaps to Common Core State Standards will be provided digitally to each family.

Virtual parent forums will be conducted weekly or as needed. These forums will include topics to support parents during remote instruction. Topics will include training on accessing Google Classroom, and building digital literacy.

The Academy's COVID-19 Preparedness and Response plan will be added to the website. A link to the plan will be Posted on Facebook and sent to all parent email addresses on file. An easy to read Infographic with an overview of the plan will be included in communications sent to families.

Professional Learning

Pansophia Academy will engage in professional learning structures, such as Professional Learning Communities (PLCs) to continue to



provide professional learning and training through virtual or in-person modes, providing adequate time for educators to engage in:

- Intentional curriculum planning and documentation to ensure stability of instruction, whether the school building is opened or closed.
- Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Sharedata and concerns about each student's growth and needs with students' assigned teacher(s).
- Identify students who potentially need additional support
- Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
- Continue to offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning and culturally responsive education.
- Train school leaders and teachers thoroughly in chosen digital systems and tools and their use.
- Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

Monitoring

Connectivity and Access: Teachers will monitor student's connectivity and access, ensuring that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete school work. Issues with connectivity and access should be reported to administration so that they can work with the family to gain/regain access.

Attendance: Teachers will monitor and track students' online attendance on a daily basis.

Student Work/Feedback: Teachers will assess the quality of student work and provide feedback to students and families based on grade level proficiencies. Teachers will provide differentiated support for students to meet their individual needs. Students will self-assess the quality of work and reflect on teacher feedback and learning progress. This will be recorded in the 2-Way Communication Log.



Excluded Strong recommendations for instruction protocols from the *Return to Schools Roadmap*:

None

Operations

Facilities

Cleaning and Disinfection Supplies and Vendor Suppliers

Phases 1, 2, or 3 the school buildings remained in condition for occupancy.

Phase 4, The custodial team will be required to apply continuous and rapid cleaning and disinfecting processes throughout the day as the safety and health of our students are a priority.

In preparation for the return of our students to school during phase 4, a detailed audit and inventory of necessary cleaning, disinfection supplies, and PPE equipment were crafted to meet the cleaning and sanitation recommendation under the guidelines of CDC. Meetings were held with the academy's current vendors and new local vendors were secured as a secondary source of PPE suppliers to ensure the academy has the necessary cleaning supplies to meet the CDC guidelines and maintain the necessary high sanitation levels.

The district has purchased PPE masks, face shields, gloves that must be worn in tandem when executing cleaning duties. Pansophia Academy will continue to work with Branch county ISD and Local Emergency Management Programs (LEMP) during phase 4 to secure the best market cost for bulk cleaning and disinfection supplies and equipment.

Building Usage, Movement and Spacing

Building Usage



Building access to our school building will be ***limited*** to protect our students and staff. The district will limit non-essential visitors and volunteers during phase 4. There will be no community use of our school building. All essential visitors will wear a mask when in the building. Signs promoting health, safety regulations, and procedures will be promoted throughout our school buildings. The six feet rule will be encouraged during outdoor physical education and recess activities.

Child Care and Health Safeguards

Pansophia Academy will not be used as a child care center.

Movement

While in phase 4, secondary students schedules will be staggered to allow smoother transitions leading to less contact between students and staff. In addition, students will eat their breakfast and lunch in the class to restrict student movement—in the case of medically noted conditions such as food allergy etc. the student may be escorted to another location where the student will be monitored by an adult.

In phase 4, students will not be allowed to leave the classroom to use the school water fountains to decrease the exposure of health transmissions. All water fountains in the school buildings will be firmly covered up and signs will be posted on all building water fountains “stating not in service” to prevent the temptation of usage. Students will be allowed to bring their water bottles to school—if students do not bring their water bottles to school, the school will provide students with bottled water as needed.

Spacing

In phase 4—clear partitions have been installed throughout the school buildings to maintain the six feet spacing protocol in the high traffic areas, i.e., school offices, transportation office, enrollment office, school leader’s offices, etc. Students in grades Prek-1 will remain three to six feet apart in the classroom as recommended by the American Journal of Pediatrics and the CDC. Students that will be seated three feet apart due to classroom space capacity; and barriers/shields will be used to create further separation between students. All teachers will be required to have seating charts and assign students to their seats.



Technology

During phase 4, technology will continue to be an integral part of instruction and learning. A full maintenance assessment will be completed over the summer to prevent any potential disruptions to the flow of instruction and learning. Additional new equipment required to support instruction and learning will be ordered over the summer before the start of the new school year. To ensure equitable access to learning for all students, the district's technology equipment must be fully functional to support instruction and learning.

Asset Tracking Tools

Asset Tracking Tools will continue to be an essential tool during phase 4 in auditing practices and processes. In phase 4 there will be a continuation of recordkeeping of existing inventory, new inventory, damaged equipment going out for repair, damaged equipment returned to the district, devices loaned out to parents, and the number of loaned devices returned to the district. For all practicality, two means of storing our technical records both as electronic and paper documents will be maintained to ensure that past and present records exist for insurance purposes and future state audits. Technology records will continue to remain in the principal's office as well as the business managers office.

Identified Technology Vendor

Charter Technologies, Inc. located in Livonia, Michigan, and has served public charter schools for fifteen years or more. Pansophia Academy has had a great partnership with Charter Technologies for the past year. In phase 4 the district expects to continue that partnership. Charter Technologies, Inc. has well-established ties to the industry that the district feels benefits the uniqueness of the physical layout of our school structure. In phase 4, Charter Technologies, Inc. will continue to assist and support with processing measures, return policy procedures, and the overall maintenance of the district Technology equipment and devices.

In phase 4, Charter Technologies, Inc. will report on-site and repair teacher and student devices to lessen the time that staff and students are without a computer. Charter Technologies, Inc. will continue to attempt all repairs on-site on a bi-weekly basis and provide loaner Chromebook and computers to prevent a delay in instruction and student learning. While in phase 4, Charter Technologies, Inc. will continue its inspection and evaluation protocols of our technical systems and



equipment. The inspection and evaluation will include but not limited to checking the server, all Wi-Fi access points, the network, and technical upgrades. Technical support service will continue during the school year and the summer months in all school buildings.

Surveying the Needs

In phase 4, Pansophia Academy will continue to solicit parent input as our “parent’s voices matter”. Pre and post data from the parent surveys will allow for greater improvement of technology and technical services for parents and students. The following basic questions will identify family needs—number of computers per household available for student learning; types of technology devices available to students for learning; as well as questions regarding families internet access to support remote learning will provide vital information for changes and improvements to the instruction and learning program.

Maintenance Process and Safeguards

In phase 4, before the distribution of Chromebooks to parents takes place, Charter Technologies, Inc. will come to the school and conduct a maintenance assessment of all district-owned Chromebooks and desktop computers. The maintenance measures will take place over the summer to ensure all Chromebooks and desktop computers are fully functional before the start of school. The same sanitizing measures and procedures used in phase 1, 2, or 3 will continue in phase 4. Charter Technologies, Inc. staff will be required to wear face masks and gloves during the maintenance assessment process, to prevent any contamination of the computer equipment and cords.

In phase 4, ALL Chromebooks and computer serial numbers requiring additional work or replacement will continue to be noted on a separate inventory list by the building Technology Leader. Charter Technologies, Inc. will make sure all new Chromebooks have the internet icon loaded on all Chromebooks coupled with any other necessary icon for learning, thereby giving students easy access to a host of approved learning platforms for instruction and learning. Inappropriate websites that our students might venture onto Charter Technologies, Inc. will block. Additional blocks may be requested by the teacher, School Leader Technology Team Leaders, or District Technology Coordinator. Inappropriate websites will continue to be blocked as concerns come to the attention of staff and administration. In phase 4, Charter Technology, Inc. will continue to routinely conduct remote maintenance on all district Chromebooks, but not without a prior parent announcement



from the District Technology Coordinator. During the remote evaluations, Charter Technology, Inc. will remove any malware during off-school hours to prevent any disturbances to the instructional school hours.

Technology Plan and Technology Parent Loans

In phase 4, the school's Technology Plan will be updated and posted on the school website before the start of school. Each parent and student must sign off on the acknowledgment page of the district's Technology Plan before the start of school; agreeing to adhere to our technology policies. Verification of an executed parent and student signature acknowledgment page must be on record before Chromebooks are released from the school.

Parents/guardians requesting to borrow a Chromebook from the district on behalf of their child (ren) will complete a Chromebook Loan Request form. Once the loan request paperwork is completed and the parent and student have signed off on the acknowledgment page of our District Technology Plan, the parent/guardian can check out a Chromebook from the district. Set dates to pick up and drop off Chromebooks will be listed on the district's school website. Parents and students transferring out of the district before the end of the school year **MUST** turn in their Chromebook before exiting the district. Robocalls and Social Media will also be used to communicate pick-up and drop off dates.

Chromebook Distribution, Collection Process, and Safety Protocols

All Chromebooks will be sanitized and stored in a Chromebook cart. Student's name, grade, serial number, email address and password will be on a notebook card of the assigned Chromebook. As well as, detailed instructions of how to sign on, access internet, procedures for launching all relevant learning icons and a list of their assigned Technology Team Leaders contact information.

Before the end of the school year, school-wide communications will be disseminated noting the return date for all Chromebooks signed out by parents. In adhering to the safety and health precautions of CDC, all



Chromebooks returned will be sanitized and put back into the Chromebook cart.

Technology Support for Families

The assigned school Technology Team will serve as an internal ‘help desk’ for parents. Administration will work closely with Charter Technologies, Inc. throughout the school year to monitor device usage and compliance with online learning programs and platforms. The District Technology Coordinator will ensure that students can submit their assignments through Google Classroom so that assignments can be evaluated promptly by their teachers. If a technical problem cannot be resolved at the school level, Charter Technologies, Inc. will reach out to the parents/guardian directly to troubleshoot any mechanical and technological problems related to Chromebooks on loan to parents/guardians.

Technology Training for Teachers, Parents, and Students

The assigned Technology Building Team Leads will work with the administration for Pansophia Academy. The principal and assistant principal will work with the District Coordinator to coordinate the district technology training for all platforms and tools necessary to support staff, parents, and students before the start of school and throughout the school year. Training over the summer will allow all stakeholders to adapt to remote learning platforms, tools, and practices. The District Technology Coordinator will ensure that the technical regulations of our technology plan have been communicated to staff, students, and parents and are available for review on our school website. Additionally, our District Technology Coordinator is responsible for the oversight of maintaining the fidelity of our technology plan, assisting the enrollment department, serving as a technical resource for the district, staying abreast of technical platforms and best practices, social media communications, reviewing and updating the district's policies (data privacy policies, acceptable use policies, accidental damage, theft, and loss of technology), ensure students have access to appropriate technology and connectivity to continue learning, and finally working in tandem with our outside Technology vendor (Charter Technologies, Inc., 888-997-8324 Ext 157, merk@chartertech).

Redeployment & Furlough of Staff



Pansophia Academy's Principal will continue to work with the School Board, CS Partners Human Resources Department, Finance Department, and the Director of School Leadership (DSL) during phase 4. The redeployment or furlough of staff will occur only if there is not enough staff to cover a position or there is an overabundance of staff in a concentrated area. Staff deployment will be based on; (1) experience and expertise; (2) certification; (3) training and willingness to execute the assignment with fidelity during phase 4.

Reading Specialist

During phase 4, Reading Specialists will push into both the virtual classroom lessons to assist students in reading and into school-based classrooms. The district specialist will hold face to face Zoom sessions which include either one on one support and/or small group sessions to continue academic support. The Reading Specialist will pull out for either one on one or small groups from the school classrooms. Parents will have an option for the support service to continue to occur over the phone, or over the internet using Zoom and other platforms. Support services will be logged by the specialist indicating the date and time and the focus of the administered support performed in both classroom and online settings.

Budget

During and in preparation of phase 4, the CS Partners finance team will continue to meet with the School Leaders and the Director of School Leadership bi-weekly to discuss, monitor, and update the budget school expenditures. The above-mentioned financial practices will allow the stakeholders to be involved in the transparencies' of the budget. The budget will continue to be posted on the school website for public transparency during phase 4. In phase 4, Pansophia will use parts of the Cares Act monies to purchase additional PPE equipment and additional technology devices.

Pansophia Academy will work with the intermediate school district (Branch ISD, LEMP) in phase 4 to secure fair market pricing for bulk cleaning supplies and protective equipment. Additionally, the district will be relentless in continuing to follow the financial practices of securing multiple vendors quotes that provide the district with quality PPE approved products at fair market value. The aforementioned budget practices will allow the district to continue to be fiscally responsible in managing and expenditures. The School leader will continue to work closely with the assigned Director of School Leadership (DSL), and the finance team of (CS Partners) to evaluate staff cost.



Each building staffing cost will continue to be evaluated and be carefully monitored during phase 4 and expenditure will be driven by essential needs and demand. Potential changes to enrollment shifts and budget scenarios will continue to be monitored and forecasted. Shifts in enrollment projections will continue to be evaluated and monitored to adjust staff as needed in phase 4. Further reductions or increases to the budget include but are not limited to maintenance staffing costs, transportation staffing costs, staffing cost for foodservice and any additional operational expenses, i.e. re-occurring utility costs. The district will continue to use its staffing roster to monitor staffing numbers in each department—all open positions, positions that remain unfilled as well as those essential positions linked to teaching and learning.

Pansophia Academy's staffing roster includes the District Administrators, Administrative Assistants, Teachers, Special Education Staff and Reading specialist, Before and After School Child Care staff, Athletic staff, Custodians, Food Service staff, and Transportation staff as well as a roster of staff not returning in the fall. The staff roster will account for all staff built into the 2020-2021 school budget. The staff roster tool will be used to monitor the human resource needs and simultaneously prioritize human resources essential to teaching and learning throughout the district.

Food Service

All students at Pansophia Academy grades K-12 eat breakfast and lunch free. All meal pickups take place at the school. The phone number to reserve meals is posted on the school website. All parents receive a robo call as a reminder to order meals weekly. Parents reserve meals by texting or calling the number of children, under age 18. Reserving meals eliminates ordering excess food. A reasonable amount of extra meals is ordered to cover unexpected parents. Parents are sent a reminder the day before meal pickup. The meals are distributed through a drive up social distancing process. Parents can refrigerate and heat necessary items. In the event parents are unable to pick up food from the school, alternative food options are posted on the school's website.

Enrollment

Pansophia Academy will change from a paper-based enrollment processing to an online process interfacing with Pansophia Academy student database system—PowerSchool. This online solution meets all registration needs from within the PowerSchool SIS. The following process will be used until the PowerSchool online system is available in August.



Exclusive PowerSchool Online processing—families will be provided a link to “PowerSchool Express Enrollment” to begin the enrollment process. All information inputted by the family will be reviewed and approved for application completion. In addition, to scan or fax, the Applicant’s family will have the capability to now upload supporting documents. All information entered online upon approval from the registrar will be exported directly to the PowerSchool SIS.

Staffing Needs and Placement

Face to face staffing needs will be dictated according to parent requests and needs. Teachers who express interest in teaching in person will be contingent on the number of students enrolled in in-person learning and virtual learning. If it is determined that more teachers are needed in one area of learning, more staff will be deployed to that particular teaching and learning modality to support teaching and learning efforts. Two factors will drive staffing needs: (1) The physical capacity of the classroom and social distancing regulations under the CDC guidelines; (2) Parent needs and demand will ultimately drive the number of staff needed in one or the other area of learning modality.

Learning Options

Blended Learning- is defined as in-person learning in the classroom combined with online virtual learning that can take place outside of the traditional classroom setting.

Example of a Blended Learning Model (Face to Face Instruction and Virtual Learning): Level 4 Scenario

Student A comes to school two times a week for in-person learning in the classroom with their teacher and the other two days, Student A receives their instruction and learning at home (Thursday and Friday) using their computer two days per week to complete and receive the rest of their remaining instruction and learning.

Student A can watch assigned learning videos. Student A can participate in small group and large group discussions safely and engage in a large group live presentations based on the teacher’s lesson plans and requests. Assessments (quizzes and tests) will take place online or in-person during face to face instruction.



Students A can upload all completed teacher assignments from into Google classroom or physically hand their assignments in when they are in the classroom for face to face instruction. The teacher will determine if they want the assignment to be turned in during in school face to face instruction or if the teacher requires that the assignment be uploaded online through Google classroom.

Virtual Learning- is defined as any method of instruction that takes place through the use of the internet and not in a traditional classroom. Instruction is internet-based and remote teaching and instruction takes place all online.

Example of Virtual Learning Model: Level 4 Scenario

Student B will be assigned to a remote teacher. Student B will; receive all of their instruction and learning over the internet. Student B will watch educational streaming video's as assigned by the remote teacher. Student B will participate in online discussions using and collaborate with their other remote peers. Student B will upload all assignments through Google Classroom.

Student B will have access to their learning resources, materials online, and all assessments (quizzes and tests) for the most part will take place online unless student B is asked to come in for their face to face assessment. Student B will have access to an assigned remote teacher for instruction and learning support. Student B will also have access to the help desk for any technical issues that may arise.

In-Person- is defined as an instructional method where course content and learning materials are taught in person to a group of students. This allows for live interaction between a learner and a teacher.

The decision to use this method will be driven by the enrollment numbers. If it is feasibly possible to safely social distance the entire student body, we will offer all students face-to-face learning. Using this option may require additional teaching staff per grade level.

Medically Susceptible Staff and Students

Staff



Pansophia Academy administration will work in tandem with CS Partners Human Resource Department and the districts assigned Director of School Leader to minimize face to face contact, thus; allowing staff to either remain six feet from others at all time or deploy susceptible staff to limited exposure a “no contact” position to reduce further potential health risks. Deployment due to medical reasons may require documentation from a licensed physician to be on file.

Students

Medically susceptible students requiring no contact learning environment will be invited to participate in the district's virtual learning modality. The medically susceptible student along the parent/guardian, teacher, and school leader will create effective virtual learning to meet the needs of the students. The ongoing continuous dialogue will be built into the plan to provide the student with all the necessary support to be successful during their participation in the customized plan.

Phase 5

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

Safety Protocols

Safety protocols in Phase 5 are slightly less stringent than those in Phase 4. Staff will continue to use facial coverings at all times while indoors. Students will be required to use facial coverings while in common areas such as hallways and when in classrooms that are not with cohorted groups of students. It is likely that more families will choose to return to in-person instruction in Phase 5. Three to Six feet of social distancing will be practiced whenever feasible, and students from different homes can share a seat on the bus with required facial coverings. Off-Site field trips may be approved by school officials if transportation guidelines, including mandatory facial coverings, are followed. Staff and students who do not comply with the safety procedures in place will experience the consequence of other non-compliant behaviors based on staff and student handbooks.

School Administration, with guidance from the local health department, may determine that it is necessary to move to Phase 4 or Phase 3 operations at any time while the state remains in Phase 5 without official board approval.



Personal Protective Equipment

Facial coverings must always be worn by the following except for while eating:

- All staff members while in the building or outside when social distancing is not possible.
- All Students in K-12 while in common areas of the building, including indoor hallways and common areas, except for during meals.
- Students in grades 6-12, in classrooms that are not with cohorted groups of students.
- All staff and all students when on a bus.

Exceptions will be made for any students or staff members with a doctor's note who cannot medically tolerate a facial covering or are unable to remove the facial covering without assistance.

Excluded Strong recommendations for PPE protocols from the *Return to Schools Roadmap*:

None

Hygiene

Pansophia Academy will provide adequate supplies to support healthy hygiene behaviors including soap, hand sanitizer (with at least 60% alcohol), paper towels, tissues, and signs reinforcing proper handwashing techniques.

Teachers will:

- Model and educate on proper mask wearing.
- Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- Model and educate how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Students and teachers will wash or sanitize hands after changing classrooms or when a new group of students enters the room
- Students and teachers who do not change classrooms will schedule hand washing every 2-3 hours.



- Limit sharing of personal items and supplies such as writing utensils.
- Keep students' personal items separate and in individually labeled cubbies or lockers.
- Limit the use of classroom materials to small groups and disinfect between use or provide adequate supplies to assign for individual student use.

Custodians will:

- Set up hand sanitizing stations throughout the building.
- Systematically check and refill soap and hand sanitizers on a daily basis.

Excluded Strong recommendations for hygiene protocols from the Return to Schools Roadmap:

None

Spacing, Movement and Access

In the classroom:

- Students' work spaces (Desks or at tables) will be spaced 3 to 6 feet apart in classrooms and facing toward the front of the classroom when feasible.
- In classrooms where large tables are utilized, students will be spaced as far apart as feasible (at least 3 feet) with barriers.
- Class sizes will be kept to the level afforded by necessary spacing requirements.
- Teachers will maintain six feet of spacing between themselves and students as much as possible.
- Signage will indicate proper social distancing.
- Floor tape/stickers will be used at 3 to 6 foot intervals where line formation is anticipated.
- Teachers will be allowed and encouraged to open their windows, weather permitting.
- Groups of students will be cohorted by grade level.
- Specials (Art, Music, Spanish) will be brought to elementary classrooms instead of having students move to different locations.
- Secondary students (6-12) will be on a staggered schedule of in-person (4 days) and virtual teaching (1 day).



- Physical Education will be held outside when possible, and social distancing will be practiced.
- Lunch will be consumed in the classrooms or in small groups in the gym.

Other Building Areas:

- Signage will indicate flow of traffic and proper social distancing will be posted in hallways, offices and bathrooms.
- Signs to indicate proper hand hygiene techniques will be posted on restroom entrances and mirrors.
- Floor markings and chair seating will promote social distancing in the main office.
- Family members or other guests are not allowed in the school building except under extenuating circumstances scheduled or approved by the school administrators.
- Adult guests entering the building will be screened for symptoms, wear a facial covering and sanitize hands prior to entering. Strict records, including date and time will be kept of non-school employees or other visitors entering and exiting the building.
- Hallways will be monitored during arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.

Excluded Strong recommendations for spacing, movement and access protocols from the *Return to Schools Roadmap*:

None

Screening Students, Staff and Guests

Pansophia Academy will continue to cooperate with the Branch County Health Department regarding implementing protocols for screening students and staff for symptoms of COVID-19.

Families will be encouraged to check their child's temperature at home every morning. Students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present. The presence of any symptoms should prompt the family to keep the student home from school and to follow up with a primary care provider.



As recommended by the Branch County Health department, all staff and students will be temperature scanned upon entry to the building or school bus. Any staff member with a temperature of 100.4 or higher will be required to leave immediately. Parents of students riding the bus will be required to check their child in with the bus driver. Parents will be asked to take the child back home if their temperature is 100.4 or higher. Students with a temperature of 100.4 or higher at the school entrance will be taken to a designated quarantine area until their parent or designated person/emergency contact can pick them up.

Parents will be encouraged to communicate electronically. Building access will only involve essential visitors. ALL visitors will be 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. Only one parent or guardian per child will be allowed to enter the school building except under extenuating circumstances as determined by school officials. Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building.

The principal's office, attached to the main office, has been designated as a quarantine area. The academy will designate a staff member to care for students who become ill at school. Ill students and the staff caring for them will keep their mask in place until they can be picked up. Symptomatic students sent home from school will be required to stay home until they have tested negative or have completely recovered according to CDC guidelines. Students who are home in quarantine will be encouraged to continue academic work virtually.

In the event that a student requires an aerosolized procedure, the staff member caring for him/her will wear an N95 mask provided by the Academy.

Excluded Strong recommendations for screening students and staff protocols from the *Return to Schools Roadmap*:

None

Testing Protocols for Students and Staff

Pansophia Academy will continue to cooperate with the Branch County Health Department regarding implementing protocols for screening students and staff.



Students who develop a fever or become ill with COVID-19 symptoms at school will continue to wear their mask and be transported by their parent guardian, emergency contact, or ambulance if clinically unstable, for off-site testing or quarantine. Students with symptoms will not be allowed to ride the bus home. Parents will be required to transport the student to minimize exposure.

Staff who develop a fever or become ill with COVID-19 symptoms at school will continue to wear their mask and be transported, if necessary, for off-site testing or quarantine.

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

In the event that a staff member, student, or visitor tests positive or has been clinically diagnosed with COVID-19 in the classroom and/or school, families will be notified for closer observation of any symptoms at home. Immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home.

Excluded Strong recommendations for testing protocols from the *Return to Schools Roadmap*:

None

Responding to Positive Tests Among Staff and Students

Pansophia Academy will continue to cooperate with the Branch County Health Department if a confirmed case of COVID-19 is identified. In particular, the academy will collect the contact information for any close contacts of an infected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.

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



The Branch County Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+minutes) will be asked to self-quarantine for up to 14 days after exposure. Local health officials, depending on the situation may identify other contacts who require quarantine. Pansophia Academy will help the local health department by collecting data and contact information on those exposed.

Staff will be provided with guidance on confidentiality laws and statutes that protect student and staff health information.

Employees with a confirmed case of COVID-19 will only be able to return to work after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.

Areas exposed to a confirmed COVID-19 case will be closed for 24 hours before cleaning to minimize the risk of any airborne particles. Cleaning staff will wear a mask, gloves and a face shield when cleaning these areas.

Confirmed cases of COVID-19 may result in school closure. If it is necessary to close the academy due to COVID-19, all instruction will continue in virtual format as outlined in Phase 3 of this plan.

Excluded strong recommendations for responding to positive tests among staff and students protocols from the *Return to Schools Roadmap*:

None

Food Service, Gathering, and Extracurricular Activities

Compartmentalized, sealed, School-supplied meals will be delivered to classrooms with disposable utensils. Staff will place meals on the student's assigned seated area.

Classrooms or outdoor areas will be used to eat meals at school to reduce the number of people filed through the cafeteria. If the cafeteria is used at any time students will be seated 6 feet apart. Serving and cafeteria staff will use barrier protection including gloves, face shields,



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

If Michigan is granted waivers for non-congregant meals, students on virtual days will have the option to pick up meals using the social distancing drive up method outlined in level three.

Food service staff will continue to train on best food and safety practices and will follow all guidelines outlined for food service. Food service staff will wear masks, shields, and gloves. They will continue to use proper handwashing with each change of gloves and before and after serving food.

At the elementary level, recess will be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, the classes will be designated to a specific area. If the classes mix, they will be required to wear facial coverings.

There will be no indoor assemblies that bring together students from more than one classroom. Large events will comply with the current executive orders that set caps on congregations of people. Parent teacher conferences and assemblies will take place in virtual format under this phase. Students, teachers and staff should wash hands before and after every event.

Off-site field trips may be approved by school officials. If the trip requires bus transportation to an indoor location, all transportation guidelines within this document will be followed, including mandatory facial covering.

Extracurricular activities may continue with the use of facial coverings.

Excluded Strong recommendations for food service, gathering, and extracurricular activity protocols from the *Return to Schools Roadmap*:

None



Athletics

Pansophia Academy will comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS)

Coaches and students will be required to wear a mask or facial covering when indoors, or outdoors when social distancing cannot occur.

Students, teachers and staff will use proper hand hygiene techniques before and after every practice, event, or other gathering. Participants and coaches will confirm that they are healthy and without any symptoms prior to any event, including temperature checks.

All equipment will be disinfected before and after use.

If inter-School competitions are held, facial coverings will be worn on school transportation. Buses will be cleaned and disinfected before and after every use as detailed in the subsequent "Busing and Student Transportation" section.

Indoor spectator events will be limited to 50 people or current executive order caps. Spectators not part of the same household must always maintain six feet of distance from one another.

Each participant will use a clearly marked water bottle for individual use. Water bottles cannot be shared.

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

Indoor physical conditioning activities are allowed. Social distancing will be maintained while indoors and sharing equipment will be avoided or sanitized before sharing.

Any large outdoor spectator events are limited to 250 people or current executive orders. Individuals that are not part of the same household must maintain six feet of distance from one another.

Confirmed cases with players, coaches or activity leaders and participants will be reported immediately to the local health department and all parents. Off-site COVID-19 testing or self-isolation in compliance with guidelines from the health department should be completed. The activity or sport may be cancelled as a result of the positive case.

Excluded Strong recommendations for athletics protocols from the *Return to Schools Roadmap*:

None



Cleaning

Frequently touched surfaces including light switches, doors, benches and bathrooms will undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.

All classrooms will undergo cleaning after every class period with an EPA-approved disinfectant or diluted bleach solution. Efforts will be made to minimize sharing of materials between students. Athletic equipment will be cleaned with an EPA-approved disinfectant or diluted bleach solution before and after each use.

Student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.

Playground structures will undergo normal routine cleaning.

Cleaning staff will ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.

Pansophia Academy will maintain a supply of three to six months' worth of cleaning and other supplies to ensure preparation for unexpected circumstances.

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.

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 has purchased electrostatic sprayers for daily building and bus disinfecting. All staff members will also have disinfectant hand sprayers and supplies.

Custodians and food service staff will frequently clean and disinfect based on CDC requirements and food service requirements.



The Academy will close down any areas of potential risk immediately. When it is safe, the area will be thoroughly disinfected. If the Academy remains open, the area may reopen 3 days after the sterilizing process or according to CDC guidelines.

Custodial staff will continue to be trained on current recommendations for cleaning and safety procedures.

Excluded Strong recommendations for cleaning protocols from the *Return to Schools Roadmap*:
None

Busing and Student Transportation

Transportation will be offered for students attending in-person learning with continued stringent safety protocols in place. Prior to boarding the bus, the temperature of each rider will be taken as a health screener in compliance with recommendations from the local health department. Parents who choose bus transportation for their child must wait with their child at bus stops until the health screener is cleared and their child boards the bus. Students with a temperature of 100.4 or higher will not be permitted to board the bus and will be required to stay home until they have tested negative or have completely recovered according to CDC guidelines. Likewise, students who become ill while at school will not be permitted to use bus transportation to return home and must follow protocols outlined above.

If a driver becomes sick during the day, he/she must follow protocols for sick staff outlined in this plan and must not return to drive students.

To reduce the risk of spread of COVID-19, the following safety protocols will be in place:

- Sanitizer and temperature scanners will be supplied for transportation use.
- All riders will use hand sanitizer before entering the bus.
- The bus driver, staff, and all students, if medically feasible (Dr.'s Note required), must wear facial coverings while on the bus. Face coverings will be provided as needed.
- Weather permitting, when appropriate and safe, windows will be opened while the vehicle is in motion to increase air circulation.



- Buses will be cleaned and disinfected with an electrostatic sprayer before and after every route. Children will not be present during cleaning.
- Frequently touched surfaces (e.g., surfaces in the driver's cockpit, windows, grab handles, etc.) will be disinfected prior to morning and afternoon routes.
- If used, equipment, such as car seats, wheelchairs, walkers and adaptive equipment being transported will be cleaned, sanitized and disinfected daily.
- Weather permitting, doors and windows will be kept open while cleaning the bus and between trips to let the vehicle thoroughly air out.

Excluded Strong recommendations for busing and student transportation protocols from the *Return to Schools Roadmap*:
None

Medically Vulnerable Students and Staff

All current care plans for accommodating students with special healthcare needs (Individual Healthcare Plans, Individualized Education Plans (IEP), Individualized Family Service Plans and 504 Plans) will be reviewed and updated as needed to decrease their risk for exposure to COVID-19. Families who self-identify their child as high-risk for severe illness due to COVID-19 on the Instructional Options Form can choose a full virtual option for their child.

Staff who self-identify as high-risk for severe illness due to COVID-19 will be re-assigned work duties to reduce the risk of exposure (e.g., minimize face-to-face contact, allowing to maintain a distance of six feet from others, modified job responsibilities, or telework, if possible) on a case by case basis.

Staff caring for children and providing any medical care that includes aerosol generating procedures will be provided with an N95 mask.

Excluded Strong recommendations for medically vulnerable students and staff protocols from the *Return to Schools Roadmap*:



None

Mental & Social-Emotional Health

Mental & Social-Emotional Health protocols in Phase 5 are identical to those in Phase 4. The School Counselor will be the designated mental health liaison for Pansophia Academy. The liaison will identify needs and communicate with local public health agencies and community partners.

Mental Health Screening

Pansophia Academy will implement a mental health screening, compliant with HIPAA and FERPA policies, for all students by a licensed School Counselor. Screening instructions will provide age-appropriate and transparent disclosure of protocols to protect confidentiality while adhering to mandated reporting guidelines:

Mental Health Screening Tools:

Elementary (K-5):

[Center for Epidemiological Studies Depression Scale for Children \(CES-DC\)](#)

Secondary (6-12):

[Patient Health Questionnaire 9 \(PHQ-9\) Modified for Teens](#)

Screening Process Overview:

Elementary:

- **Quarterly Screener:** The school counselor will send the elementary screening tool to all parents to go through with their child. Parents of children in K-1 will be asked to fill out the form for their child. Students who do not complete the screener with their parents may complete it with teacher or Counselor assistance if they are participating in face-to-face instruction. Based on the results of the screener, a schedule will be made to check in with individuals or small groups on a weekly or monthly basis.



- **Education:** The School Counselor and Intern Social Worker will visit virtual and in-person classrooms to Educate elementary students and staff about effective use of the Emotional Rainbow and establish a common language. These face-to-face education sessions may be done VIA Zoom to minimize contact.
- **On-going:** Teachers will use the Emotional Rainbow to check in with students daily; if the teachers identify a student that is in need of social emotional assistance they will email the Mental Health Liaison.

Secondary students

- **Quarterly Screener:** The secondary screener will be sent from the School Counselor to all students through their school email to be completed with Google Forms. Classroom time may be set aside for face-to-face students to complete the screener at school.
- **Ongoing Support:** The School Counselor and Intern Social Worker will use the results of the screener to create a schedule to check in with individual students on a weekly or monthly basis.
- **Self-Referrals:** Students can self-refer through the School Counselor's Google Form.
- **Teacher/Parent Referrals:** Teachers/parents can refer through the School Counselor's Google Form.

Staff Guidelines for Mental Health Referrals and Reporting Protocols

Staff will be trained to identify at-risk students and how to refer them to the counselor in a timely manner using a digital referral form. Established reporting protocols will be used to evaluate physical and mental health status.

Mental Health Staff Development

The School Counselor and Intern Social Worker will work with Administration and community partners to provide professional development to staff to promote holistic wellness and resilience and to prevent burnout and vicarious trauma. Professional development will be



ongoing, timely and responsive. Staff will be provided with tools, resources and implementation support, focused on a variety of topics, including:

- Social-Emotional Learning
- Trauma-Informed Best Practices (County Wide Professional Development Day)
- Identification of Students at Risk
- Proper Local Referral Protocols
- Self-Care, including Resiliency Strategies
- Mental Health First-Aid (Started during the 2019-2020 School year)

Crisis Management Plan:

A comprehensive crisis management plan will be implemented efficiently, as needed, in the event that there is a loss of a student, parent or staff member. Components of this plan include:

- Timely and efficient debriefing for staff.
- With permission from the family, a statement, approved by administration to be released to students, parents, and the school community.
- Internal counseling provided by the School Counselor and Intern Social Worker virtually or in person.
- Utilizing community partners, such as Pines Behavioral Health and area counselors to provide additional individual and small group counseling, virtually.
- Referrals to External counseling and mental health resources provided by the School Counselor as needed.

Wellness Resources

The School Counselor and Intern Social Worker will compile and regularly update comprehensive lists of wellness resources for students and their families and staff and leverage MDE resources for student and staff mental health and wellness support. Wellness resources will be available on the school website, linked to Facebook, and hard copy can be mailed or picked up upon request or as necessary. Pansophia Academy already has an established relationship with Pines Behavioral Health as a 31N resource. Students that are in need of comprehensive mental health counseling can see a therapist from Pines free of charge. Those sessions will be offered via zoom until visitors are allowed in the building.



Communication Channels

Stakeholders can communicate mental health concerns resulting from COVID-19 directly to the School Counselor by phone or email (spish@pansophia.us). Anonymous tips can be submitted through OK2SAY by phone (855-565-2729), email (ok2say@mi.gov) or by utilizing the OK2SAY APP.

Community hotlines are available for immediate support at (517)278-SAFE.

Parent/Guardian Mental Health Communication

The Mental Health liaison will communicate with parents and guardians through mass emails, posts on the school Facebook Page, and the school website. Information communicated will include:

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

Excluded Strong recommendations for mental and social emotional health protocols from the *Return to Schools Roadmap*:

None



Instruction

In order to obtain consistency, and avoid confusion, Instructional Protocols and expectations in Phases 4, 5 and 6 are identical for the 2020-2021 school year. As the state of Michigan moves into Phases 5 and 6, the Academy anticipates that more families will choose to send their child(ren) to in-person instruction. These changes in instructional options will be permitted at the start of each quarter. However, families may choose to switch to full virtual instruction at any time, based on their personal comfort and health.

Governance

The COVID-19 Preparedness and Response Plan was developed with input from district administrators, board members, staff and parents where Zoom and phone conferencing was used to collaborate on the plan.

Prior to meeting, administrators sent a feedback survey to parents and teachers to gain an understanding of the challenges faced during the implementation of the Continuity of Learning Plan. Feedback shared with the COVID-19 Preparedness and Response committee included:

- Students not having adequate technology to complete assignments.
- Parents not being able to log on to Google Classroom or other online platforms.
- Students not being consistent in completing their assignments on the online platforms.
- Parents not having the skill set to assist students in completing assignments.

School leaders met to collaborate with teachers and seek input in the development of the learning plan. In turn, the school leaders directed the lead teachers to collaborate with their teaching teams and content area teachers to provide input in the learning plan. The input and collaboration from our school leaders, teachers, curriculum team, and board members helped the committee to devise a plan centered on the children and families of Pansophia Academy.

In writing the plan, leaders formed a committee of teachers, staff members, board members and parent representatives. The committee met using Zoom as a means to collaborate on the district's plan. The committee discussions were centered on how students will learn and how students will access resources as well as safety precautions aligned with the MI Safe Schools Return to School Roadmap. The committee



collectively engaged in discussions regarding the delivery of instructional methods equitable and easily accessible for all students.

School leaders and teachers discussed different modes of communication on how to effectively engage our parents. As well as, different resources to promote parent engagement to strengthen school and parent relationships. School leaders and teachers discussed the learning content, the need to adjust the instruction to meet the specific needs of students. The discussion of options for school schedules to safely meet the needs of our community, and breaks emerged. Further discussions centered on progress monitoring methods and tools necessary to foster a clear process for accountability and communicating students' progress to parents served as the draft for the plan.

Three key goals stimulated collaboration efforts and served as the framework in building the district learning plan to meet the needs of the students:

- (1) Developing a safe, student-centered plan;
- (2) Instituting an equitable plan for all students to access learning, and
- (3) Identifying measures to monitor student learning and progress.

Pansophia Academy will use a host of communication tools to reach our stakeholders in an attempt to create equitable access to the plan. While many of our millennial parents and students prefer electronic communications as opposed to mailed communication we have a small group of stakeholders that do not have internet access and will require a hard copy of the plan that can be picked up at the school or mailed by request. The Pansophia Academy school website will serve as one of the tools used to communicate the plan. Facebook, ClassTag, and School Messenger are the selected methods that will serve as a vehicle to communicate the continuity-learning plan to all stakeholders.

Instruction: In-Person/Hybrid with Continued Full-Time Virtual/Remote Option

Pansophia Academy will work to ensure that every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject, including strategies to accelerate student learning. Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics to determine student readiness to engage in grade-level content. Teachers will offer scaffolds and supports to meet the diverse academic and social-emotional needs



of their students. Academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning and strengthening connections with students.

In Phase 4, Pansophia Academy will activate hybrid and Face-to-Face learning programs while continuing full virtual options for families who choose to remain fully virtual. The Phase 4 plan was developed based on best practices for blended or remote learning as well as feedback from stakeholders and will be distributed to stakeholders in their home language. Administrators will seek feedback periodically during remote instruction periods and remain connected with MDE about policies and guidance and may make adjustments to the plan and update stakeholders as necessary.

In-Person/Hybrid Schedule and Safety Measures: (Appendix B)

Elementary: Kindergarten through 5th grade students will be offered a 5 Full-Day in-person school week.

Secondary: 6th-12th grade hybrid students will be on a staggered 2-day in-person/ 3-day virtual hybrid schedule, unless in-person enrollment numbers allow social distancing. If numbers allow, hybrid secondary students will have a 4-day in person, 1-day virtual schedule to accommodate the demand for teachers teaching both in person and virtual classes.

Features of In-Person/Hybrid Model

- Small class sizes
- Curriculum delivered by Pansophia Academy teachers with the use of Google Classroom to ensure easy transition to full virtual if necessary.
- Students stay in cohort groups (with the exception of secondary students who choose to participate in music electives).
- Two-way communication between teachers and Parents.
- Chromebooks available for check-out.
- Mental & social emotional learning with support available.
- Compliance with all current and future executive orders and guidelines of the local health department as described in the *Phase 4 Safety Protocols* section of this plan.
- Biweekly Virtual Forums for Parents - School-Wide Virtual meetings to support parents, provide updates, and answer questions.

**Curriculum:**

Teachers will deliver high-quality standards-aligned instruction with curriculum outlined in the Charter Contract with Central Michigan University. Teachers will utilize power standards that identify the major work of the grade in order to focus, prioritize and accelerate instruction. All classes that would typically be taught face-to-face under normal circumstances will be taught virtually or hybrid by Pansophia Academy teachers under highly qualified certification requirements. Students needing credit recovery, or a class that does not fit into their schedule, may be enrolled in an online Edgenuity course with a designated teacher of record and mentor as described in the Charter Contract.

Delivery of Instruction:

All in-person and remote learning, provided by Pansophia Academy Teachers, in all phases of this plan will be facilitated through Google Classroom to ensure easy transitions between phases if necessary. Teachers will receive training on how to organize assignments in Google Classroom so that students can easily access them and stay organized.

Teachers will be encouraged to use other platforms to communicate with parents and students **in addition to Google Classroom**, such as Remind or ClassTag, that allow two way communication through text messaging.

Elementary and Secondary in-person and hybrid learning schedules (Appendix B) will be followed to allow asynchronous and synchronous learning to occur. This schedule will also allow families with children at multiple grade levels to access synchronous learning opportunities.

Google Meet Video Conferencing will be the platform used for all synchronous virtual learning (virtual class). Google Meet is easily accessed from a link at the top of each Google Classroom. Having a common platform will reduce confusion and increase consistency for students and their families. Virtual class meetings will be recorded and posted to the Google Classroom Stream so that they can be revisited as needed. In the event of failed technology, teachers may use Zoom as a back-up platform for a virtual class meeting. The link to their Zoom meeting will be posted to their Google Classroom Stream which will send an email to the student.



Student schedules at the secondary level will consist of five classes (four core classes and one quarterly elective). Students and families should expect virtual class meetings to run the full scheduled time-slot, coupled with a task that should take 20-30 minutes to complete. Students, their families, and teachers should be in constant communication with their teachers and discuss this workload. Teachers can provide advice on how to cope with the workload and/or offer ideas to extend the learning for students who need more challenge.

Attendance Expectations:

Teachers will take attendance for scheduled synchronous (virtual class) learning sessions. Students are expected to attend all virtual classes. If a student is unable to attend a virtual class, it is expected that their parent communicates with the teacher so that the absence can be excused, if applicable. It will be the student's responsibility to view the recorded virtual class meeting and complete all required assignments. At the secondary level, teachers may require a student to send notes from the recorded virtual class meeting for a grade if it was not attended and unexcused. At the elementary level, teachers will make contact with the parents of any student who did not attend a virtual meeting and discuss the plan to view the recording and answer any questions about assignments.

Teachers will log all communication with students and parents in a Two-Way Communication Log that will be used to track attendance and participation in remote learning. It is required that two-way communication by phone or email is logged a minimum of once per week (Wednesday-Tuesday) for each student in each subject/class. Failure to participate in communication with a child's teacher/s may result in a truancy referral. Administrators will have access to the communication log and will hold teachers accountable for keeping detailed records.

Access to Instruction:

Pansophia Academy will ensure that all students have access to an electronic device compatible with Google Classroom and internet access. Pansophia Academy has the capacity to loan a Chromebook to any student who needs it. Pansophia Academy will work with families who do not currently have access to the internet so that they can obtain it either through free internet subscriptions through a provider, or a school issued hot spot, if necessary.



School issued Chromebooks are considered property of the Academy and connected to the Academy's network. Therefore all activity on the Chromebook can be accessed and monitored by the Academy's Technology Department and administrators. Students are expected to follow all guidelines in the Technology Agreement when using a school issued Chromebook.

Pansophia Academy will work with families who either do not have adequate internet access in their area or have strong beliefs against internet use in their home. In this case, teachers will communicate through phone or email, and a process for picking up physical packets will be put in place. This option should be the last resort, as it is the least effective method of direct instruction.

Materials:

To meaningfully access the alternative modes of instruction included in this plan, students will need the following materials:

- A mobile device or school issued Chromebook that can access Google Classroom
- Internet access
- Student usernames and passwords for access to Chromebooks and virtual learning applications (provided by classroom teachers)
- Virtual Class Meeting Schedule

Standards Mastery and Progress Monitoring:

Teachers will use standards mastery to guide instruction. Diagnostics tests and/or formative assessments will be used to screen all students during the first few weeks of school to understand where students are academically and inform instructional decisions for teachers, students, and families. Teachers will work closely with the Reading Specialist and Title Director to hone in on monitoring the progress of students in need of additional support, as well as the growth of students who need acceleration, and inventory all intervention programs and services available to students on the district and school level to identify any gaps or trends. This data will be used to design systemic supports and interventions. Additional standards-aligned tools or materials to support differentiation, intervention, and remote learning will be procured, based on students' needs.

Special Education and Students with 504 Plans:

All IEPs, IFSPs and 504 plans will be reviewed in coordination with general and special education teachers to reflect the child's



evolving needs based on assessment data, parent feedback, and time away from associated services (including OT, PT, and speech while school buildings were closed. Accommodations and services will be designed accordingly. The Academy will work with the Branch Intermediate School District to provide a continuation of these services and evaluations by school psychologists and social workers.

Revised plans will include all programs and learning environments, including remote online special education intervention and support services, and career and technical education, if applicable. General and Special Education teachers will collaborate on delivery methods for assessments and instruction as outlined in IEPs and 504 plans. Needs for accessibility and assistive technologies will be considered, where possible.

Teachers and administrators will work to activate structures outside of the regular school day if the need for these supports is determined. Summer learning options, extended day, and/or after-school programming may be leveraged to support students in need of additional support during Phase 4 operations.

Post-Secondary Supports

The Academy's School Counselor will continue to work with community partners, such as the Early Middle College Liaison, Kellogg Community College Staff, and the Branch Area Careers Center to provide supports for students who are transitioning to postsecondary. The School Counselor will meet with students (virtually) to discuss postsecondary plans and develop their EDP.

Communication & Family Supports

Communication from the Academy to families will be through multiple modes to reach every family and every student in their home language. School wide communication will be sent through Robo-Calls, Emails, and Posts to the Academy's Facebook page. Teachers will reach individual students and their families through posts to their Google Classroom Stream which initiates an email to the student and parent. Teachers will also be encouraged to use ClassTag or Remind as a tool to communicate with students and their families through text messaging.

Administrators will use the modes of communication listed above to update families about expectations around the duration of school closures and reopening.



Decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time and estimated workload are included in this plan and will be communicated to families.

Teachers will provide supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child. Parent Roadmaps to Common Core State Standards will be provided digitally to each family.

Virtual parent forums will be conducted weekly or as needed. These forums will include topics to support parents during remote instruction. Topics will include training on accessing Google Classroom, and building digital literacy.

The Academy's COVID-19 Preparedness and Response plan will be added to the website. A link to the plan will be Posted on Facebook and sent to all parent email addresses on file. An easy to read Infographic with an overview of the plan will be included in communications sent to families.

Professional Learning

Pansophia Academy will engage in professional learning structures, such as Professional Learning Communities (PLCs) to continue to provide professional learning and training through virtual or in-person modes, providing adequate time for educators to engage in:

- Intentional curriculum planning and documentation to ensure stability of instruction, whether the school building is opened or closed.
- Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Sharedata and concerns about each student's growth and needs with students' assigned teacher(s).
- Identify students who potentially need additional support
- Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
- Continue to offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning and culturally responsive education.
- Train school leaders and teachers thoroughly in chosen digital systems and tools and their use.



- Build school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging.

Monitoring

Connectivity and Access: Teachers will monitor student's connectivity and access, ensuring that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete school work. Issues with connectivity and access should be reported to administration so that they can work with the family to gain/regain access.

Attendance: Teachers will monitor and track students' online attendance on a daily basis.

Student Work/Feedback: Teachers will assess the quality of student work and provide feedback to students and families based on grade level proficiencies. Teachers will provide differentiated support for students to meet their individual needs. Students will self-assess the quality of work and reflect on teacher feedback and learning progress. This will be recorded in the 2-Way Communication Log.

Excluded Strong recommendations for instruction protocols from the *Return to Schools Roadmap*:

None



Operations

Facilities

Cleaning and Disinfection Supplies and Vendor Suppliers

Phases 1, 2, or 3 the school buildings remained in condition for occupancy.

Phase 4 and 5, The custodial team will be required to apply continuous and rapid cleaning and disinfecting processes throughout the day as the safety and health of our students are a priority.

In phase 5, a detailed audit and inventory of necessary cleaning, disinfection supplies, and PPE equipment were crafted to meet the cleaning and sanitation recommendation under the guidelines of CDC. Meetings were held with the academy's current vendors and new local vendors were secured as a secondary source of PPE suppliers to ensure the academy has the necessary cleaning supplies to meet the CDC guidelines and maintain the necessary high sanitation levels.

The district has purchased PPE masks, face shields, gloves that must be worn in tandem when executing cleaning duties. Pansophia Academy will continue to work with Branch county ISD and Local Emergency Management Programs (LEMP) during phase 5 to secure the best market cost for bulk cleaning and disinfection supplies and equipment.

Building Usage, Movement and Spacing

Building Usage

Building access to our school building will be **limited** to protect our students and staff. The district will limit non-essential visitors and volunteers during phase 5. There will be no community use of our school building. All essential visitors will wear a mask when in the building. Signs promoting health, safety regulations,



and procedures will be promoted throughout our school buildings. The six feet rule will be encouraged during outdoor physical education and recess activities.

Child Care and Health Safeguards

Pansophia Academy will not be used as a child care center.

Movement

While in phase 5, secondary students schedules will be staggered to allow smoother transitions leading to less contact between students and staff. In addition, students will eat their breakfast and lunch in the class to restrict student movement—in the case of medically noted conditions such as food allergy etc. the student may be escorted to another location where the student will be monitored by an adult.

In phase 5, students will not be allowed to leave the classroom to use the school water fountains to decrease the exposure of health transmissions. All water fountains in the school buildings will be firmly covered up and signs will be posted on all building water fountains “stating not in service” to prevent the temptation of usage. Students will be allowed to bring their water bottles to school—if students do not bring their water bottles to school, the school will provide students with bottled water as needed.

Spacing

In phase 5—clear partitions have been installed throughout the school buildings to maintain the six feet spacing protocol in the high traffic areas, i.e., school offices, transportation office, enrollment office, school leader’s offices, etc. Students in grades Prek-1 will remain three to six feet apart in the classroom as recommended by the American Journal of Pediatrics and the CDC. Students that will be seated three feet apart due to classroom space capacity; and barriers/shields will be used to create further separation between students. All teachers will be required to have seating charts and assign students to their seats.

Technology



During phase 5, technology will continue to be an integral part of instruction and learning. A full maintenance assessment will be completed over the summer to prevent any potential disruptions to the flow of instruction and learning. Additional new equipment required to support instruction and learning will be ordered over the summer before the start of the new school year. To ensure equitable access to learning for all students, the district's technology equipment must be fully functional to support instruction and learning.

Asset Tracking Tools

Asset Tracking Tools will continue to be an essential tool during phase 5 in auditing practices and processes. In phase 5 there will be a continuation of recordkeeping of existing inventory, new inventory, damaged equipment going out for repair, damaged equipment returned to the district, devices loaned out to parents, and the number of loaned devices returned to the district. For all practicality, two means of storing our technical records both as electronic and paper documents will be maintained to ensure that past and present records exist for insurance purposes and future state audits. Technology records will continue to remain in the principal's office as well as the business managers office.

Identified Technology Vendor

Charter Technologies, Inc. located in Livonia, Michigan, and has served public charter schools for fifteen years or more. Pansophia Academy has had a great partnership with Charter Technologies for the past year. In phase 5 the district expects to continue that partnership. Charter Technologies, Inc. has well-established ties to the industry that the district feels benefits the uniqueness of the physical layout of our school structure. In phase 5, Charter Technologies, Inc. will continue to assist and support with processing measures, return policy procedures, and the overall maintenance of the district Technology equipment and devices.

In phase 5, Charter Technologies, Inc. will report on-site and repair teacher and student devices to lessen the time that staff and students are without a computer. Charter Technologies, Inc. will continue to attempt all repairs on-site on a bi-weekly basis and provide loaner Chromebook and computers to prevent a delay in instruction and student learning. While in phase 5, Charter Technologies, Inc. will continue its inspection and evaluation protocols of our technical systems and equipment. The inspection and evaluation will include but not limited to checking the server, all Wi-Fi access points, the network, and technical upgrades. Technical support service will continue during the school year and the summer months in all school buildings.



Surveying Needs

In phase 5, Pansophia Academy will continue to solicit parent input as our “parent’s voices matter”. Pre and post data from the parent surveys will allow for greater improvement of technology and technical services for parents and students. The following basic questions will identify family needs—number of computers per household available for student learning; types of technology devices available to students for learning; as well as questions regarding families internet access to support remote learning will provide vital information for changes and improvements to the instruction and learning program.

Maintenance Process and Safeguards

In phase 5, before the distribution of Chromebooks to parents takes place, Charter Technologies, Inc. will come to the school and conduct a maintenance assessment of all district-owned Chromebooks and desktop computers. The maintenance measures will take place over the summer to ensure all Chromebooks and desktop computers are fully functional before the start of school. The same sanitizing measures and procedures used in phase 1, 2, 3, 4 and will continue in phase 5. Charter Technologies, Inc. staff will be required to wear face masks and gloves during the maintenance assessment process, to prevent any contamination of the computer equipment and cords.

In phase 5, ALL Chromebooks and computer serial numbers requiring additional work or replacement will continue to be noted on a separate inventory list by the building Technology Leader. Charter Technologies, Inc. will make sure all new Chromebooks have the internet icon loaded on all Chromebooks coupled with any other necessary icon for learning, thereby giving students easy access to a host of approved learning platforms for instruction and learning. Inappropriate websites that our students might venture onto Charter Technologies, Inc. will block. Additional blocks may be requested by the teacher, School Leader Technology Team Leaders, or District Technology Coordinator. Inappropriate websites will continue to be blocked as concerns come to the attention of staff and administration. In phase 5, Charter Technology, Inc. will continue to routinely conduct remote maintenance on all district Chromebooks, but not without a prior parent announcement from the District Technology Coordinator. During the remote evaluations,



Charter Technology, Inc. will remove any malware during off-school hours to prevent any disturbances to the instructional school hours.

Technology Plan and Technology Parent Loans

In phase 5, the school's Technology Plan will be updated and posted on the school website before the start of school. Each parent and student must sign off on the acknowledgment page of the district's Technology Plan before the start of school; agreeing to adhere to our technology policies. Verification of an executed parent and student signature acknowledgment page must be on record before Chromebooks are released from the school.

Parents/guardians requesting to borrow a Chromebook from the district on behalf of their child (ren) will complete a Chromebook Loan Request form. Once the loan request paperwork is completed and the parent and student have signed off on the acknowledgment page of our District Technology Plan, the parent/guardian can check out a Chromebook from the district. Set dates to pick up and drop off Chromebooks will be listed on the district's school website. Parents and students transferring out of the district before the end of the school year **MUST** turn in their Chromebook before exiting the district. Robocalls and Social Media will also be used to communicate pick-up and drop off dates.

Chromebook Distribution, Collection Process, and Safety Protocols

All Chromebooks will be sanitized and stored in a Chromebook cart. Student's name, grade, serial number, email address and password will be on a notebook card of the assigned Chromebook. As well as, detailed instructions of how to sign on, access internet, procedures for launching all relevant learning icons and a list of their assigned Technology Team Leaders contact information.

Before the end of the school year, school-wide communications will be disseminated noting the return date for all Chromebooks signed out by parents. In adhering to the safety and health precautions of CDC, all Chromebooks returned will be sanitized and put back into the Chromebook cart.

Technology Support for Families



The assigned school Technology Team will serve as an internal ‘help desk’ for parents. Administration will work closely with Charter Technologies, Inc. throughout the school year to monitor device usage and compliance with online learning programs and platforms. The District Technology Coordinator will ensure that students can submit their assignments through Google Classroom so that assignments can be evaluated promptly by their teachers. If a technical problem cannot be resolved at the school level, Charter Technologies, Inc. will reach out to the parents/guardian directly to troubleshoot any mechanical and technological problems related to Chromebooks on loan to parents/guardians.

Technology Training for Teachers, Parents, and Students

The assigned Technology Building Team Leads will work with the administration for Pansophia Academy. The principal and assistant principal will work with the District Coordinator to coordinate the district technology training for all platforms and tools necessary to support staff, parents, and students before the start of school and throughout the school year. Training over the summer will allow all stakeholders to adapt to remote learning platforms, tools, and practices. The District Technology Coordinator will ensure that the technical regulations of our technology plan have been communicated to staff, students, and parents and are available for review on our school website. Additionally, our District Technology Coordinator is responsible for the oversight of maintaining the fidelity of our technology plan, assisting the enrollment department, serving as a technical resource for the district, staying abreast of technical platforms and best practices, social media communications, reviewing and updating the district's policies (data privacy policies, acceptable use policies, accidental damage, theft, and loss of technology), ensure students have access to appropriate technology and connectivity to continue learning, and finally working in tandem with our outside Technology vendor (Charter Technologies, Inc., 888-997-8324 Ext 157 merk@chartertech).

Redeployment & Furlough of Staff

Pansophia Academy's Principal will continue to work with the School Board, CS Partners Human Resources Department, Finance



Department, and the Director of School Leadership (DSL) during phase 5. The redeployment or furlough of staff will occur only if there is not enough staff to cover a position or there is an overabundance of staff in a concentrated area. Staff deployment will be based on; (1) experience and expertise; (2) certification; (3) training and willingness to execute the assignment with fidelity during phase 5.

Reading Specialist

During phase 5, Reading Specialists will push into both the virtual classroom lessons to assist students in reading and into school-based classrooms. The district specialist will hold face to face Zoom sessions which include either one on one support and/or small group sessions to continue academic support. The Reading Specialist will pull out for either one on one or small groups from the school classrooms. Parents will have an option for the support service to continue to occur over the phone, or over the internet using Zoom and other platforms. Support services will be logged by the specialist indicating the date and time and the focus of the administered support performed in both classroom and online settings.

Budget

During and in preparation of phase 5, the CS Partners finance team will continue to meet with the School Leaders and the Director of School Leadership bi-weekly to discuss, monitor, and update the budget school expenditures. The above-mentioned financial practices will allow the stakeholders to be involved in the transparencies' of the budget. The budget will continue to be posted on the school website for public transparency during phase 5. In phase 5, Pansophia will use parts of the Cares Act monies to purchase additional PPE equipment and additional technology devices.

Pansophia Academy will work with the intermediate school district (Branch ISD, LEMP) in phase 5 to secure fair market pricing for bulk cleaning supplies and protective equipment. Additionally, the district will be relentless in continuing to follow the financial practices of securing multiple vendors quotes that provide the district with quality PPE approved products at fair market value. The aforementioned budget practices will allow the district to continue to be fiscally responsible in managing and expenditures. The School leader will continue to work closely with the assigned Director of School Leadership (DSL), and the finance team of (CS Partners) to evaluate staff cost.

Each building staffing cost will continue to be evaluated and be carefully monitored during phase 5 and expenditure will be driven by essential



needs and demand. Potential changes to enrollment shifts and budget scenarios will continue to be monitored and forecasted. Shifts in enrollment projections will continue to be evaluated and monitored to adjust staff as needed in phase 5. Further reductions or increases to the budget include but are not limited to maintenance staffing costs, transportation staffing costs, staffing cost for foodservice and any additional operational expenses, i.e. re-occurring utility costs. The district will continue to use its staffing roster to monitor staffing numbers in each department—all open positions, positions that remain unfilled as well as those essential positions linked to teaching and learning.

Pansophia Academy's staffing roster includes the District Administrators, Administrative Assistants, Teachers, Special Education Staff and Reading specialist, Before and After School Child Care staff, Athletic staff, Custodians, Food Service staff, and Transportation staff as well as a roster of staff not returning in the fall. The staff roster will account for all staff built into the 2020-2021 school budget. The staff roster tool will be used to monitor the human resource needs and simultaneously prioritize human resources essential to teaching and learning throughout the district.

Food Service

All students at Pansophia Academy grades K-12 eat breakfast and lunch free. All meal pickups take place at the school. The phone number to reserve meals is posted on the school website. All parents receive a robo call as a reminder to order meals weekly. Parents reserve meals by texting or calling the number of children, under age 18. Reserving meals eliminates ordering excess food. A reasonable amount of extra meals is ordered to cover unexpected parents. Parents are sent a reminder the day before meal pickup. The meals are distributed through a drive up social distancing process. Parents can refrigerate and heat necessary items. In the event parents are unable to pick up food from the school, alternative food options are posted on the school's website.

Enrollment

Pansophia Academy will change from a paper-based enrollment processing to an online process interfacing with Pansophia Academy's student database system—PowerSchool. This online solution meets all registration needs from within the PowerSchool SIS. The following process will be used until the PowerSchool online system is available in August.

Exclusive PowerSchool Online processing—families will be provided a link to "PowerSchool Express Enrollment" to begin the enrollment process. All information inputted by the family will be reviewed and approved for application



completion. In addition, to scan or fax, the Applicant's family will have the capability to now upload supporting documents. All information entered online upon approval from the registrar will be exported directly to the PowerSchool SIS.

Staffing Needs and Placement

Face to face staffing needs will be dictated according to parent requests and needs. Teachers who express interest in teaching in person will be contingent on the number of students enrolled in in-person learning and virtual learning. If it is determined that more teachers are needed in one area of learning, more staff will be deployed to that particular teaching and learning modality to support teaching and learning efforts. Two factors will drive staffing needs: (1) The physical capacity of the classroom and social distancing regulations under the CDC guidelines; (2) Parent needs and demand will ultimately drive the number of staff needed in one or the other area of learning modality.



Phase 6

Safety Protocols

Personal Protective Equipment

Safety protocols no longer required.

Hygiene

Pansophia Academy will continue to provide adequate supplies to support healthy hygiene behaviors, including soap and hand sanitizer.

Healthy handwashing habits will continue to be promoted and reinforced.

Staff and students will continue to encourage sneezing into their elbows or covering with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.

Spacing and Movement

Safety protocols no longer required.

Screening Students

Safety protocols no longer required.

Responding to Positive Tests Among Staff and Students

In the event of a lab or clinically diagnosed case of COVID-19 among staff or a student, the classroom or areas exposed will be immediately closed until cleaning and disinfection can be performed.

If the person was in the school building without a facial covering, or large areas of the school were exposed to the person, short term dismissals may be required to clean and disinfect the larger areas. This decision will be made in concert with the local public health department.



Cleaning staff must wear a mask when performing cleaning of these areas along with gloves and face shield.

Food Service, Gatherings and Extracurricular Activities

Safety protocols no longer required.

Athletics

Safety protocols no longer required.

Cleaning

Safety protocols are no longer required unless there is a positive COVID-19 test. Then see protocols above.

Busing and Student Transportation

Safety protocols no longer required.

Medically Vulnerable Students and Staff

Safety Protocols no longer Required.




Appendix

Appendix A - Instructional Options


ELEMENTARY

KINDERGARTEN–5TH GRADE



Full In-Person


OR



Full Virtual


SECONDARY

6TH – 12TH GRADE




In-Person & Virtual
Hybrid

OR



Full Virtual

FULL VIRTUAL FEATURES



- Elementary Curriculum delivered by Pansophia Academy teachers through Google Classroom.
- Two-way communication between teachers and Parents.
- Chromebooks available for check-out.
- Mental & social emotional learning and support available.
- Flexible daily schedule

IN-PERSON & HYBRID FEATURES





(Offered in Phases 4-6)

ELEMENTARY:
IN-PERSON – 5 DAYS A WEEK

SECONDARY:
IN-PERSON – *2 DAYS A WEEK
VIRTUAL – *3 DAYS A WEEK

*If the number of students who choose in-person instruction will allow social distancing, secondary will operate on a 4-day in-in person, 1-day virtual schedule. This decision will be made by August 14th.

- Small class sizes
- Curriculum delivered by Pansophia Academy teachers with the use of Google Classroom to ensure easy transition to full virtual if necessary.
- Students stay in cohort groups (with the exception of secondary students who choose to participate in music electives).
- Two-way communication between teachers and Parents.
- Chromebooks available for check-out.
- Mental & social emotional support available.
- Compliance with all current and future executive orders and guidelines of the local health department.
- Biweekly Virtual Forums for Parents - School-Wide Virtual meetings to support parents, provide updates, and answer questions.



Appendix B- Virtual & Hybrid Learning Schedules by Phase

VIRTUAL & HYBRID SCHEDULES

Elementary Phases 1-6

*Virtual Classes M-F

Kindergarten 9 A.M.
1st Grade 10 A.M.
2nd Grade 11 A.M.
3rd Grade 12 P.M.
4th Grade 1 P.M.
5th Grade 2 P.M.



*To meet the needs of working families, virtual classes will be recorded and posted to the Google Classroom Stream. Attendance requirements can be met through viewing virtual class and completing an assignment to verify the class was viewed.

Daily Assignments

Daily assignments for all subjects completed on a flexible schedule and turned in VIA Google Classroom.

Individual & Small Group Tutoring

Scheduled around Virtual Classes as Needed



Secondary

Hybrid OPTION #1

Phases 1-3: Monday- Friday Full Virtual Classes

1st Hour: 9 A.M.
2nd Hour: 10 A.M.
3rd Hour: 11 A.M.
Break/Lunch: 12 P.M.
4th Hour 1 P.M.
5th Hour 2 P.M.

Phases 4-6: In Person 2 (**or 4) Days per Week

Students attend in-person school days
Last Name A-M: Monday-Tuesday
Last Name N-Z: Thursday-Friday
Students join virtual classes on the days they are not scheduled for in-person instruction.

**If the number of students enrolled in hybrid classes allow, all secondary students will attend in-person instruction Mon-Thurs and virtual classes on Friday.



Full Virtual OPTION #2

Phases 1-3: Monday- Friday Full Virtual Classes

Full Virtual students participate in daily virtual classes along with Hybrid students.

Phases 4-6:

Daily assignments for all classes completed on a flexible schedule and turned in VIA Google Classroom. Virtual Classes attended 1 day a week (Wednesday or Friday to complement chosen Hybrid Schedule). Individual and Small group tutoring scheduled as needed.

*To meet the needs of working families and students, virtual classes will be recorded and posted to the Google Classroom Stream. Attendance requirements can be met through viewing virtual class and completing an assignment to verify the class was viewed.