



The Dearborn Academy COVID-19 Preparedness and Response Plan

Address of School District: 19310 Ford Rd., Dearborn, MI 48128

District Code Number: 82928

Building Code Number(s): 8479

District Contact Person: Afrin A. Alavi

District Contact Person Email Address: aalavi@thedearbornacademy.org

Local Public Health Department: Wayne County Health Department

Local Public Health Department Contact Person Email Address: Ms. LaTanya Ellington
EllingtonL@michigan.gov

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Central Michigan University

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



August 11, 2020 [via email]

Dr. Afrin Alavi
The Dearborn Academy
19310 Ford Road
Dearborn, MI 48128

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

Dear Dr. Alavi:

I am pleased to inform you that the Plan for The Dearborn 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: Najim Saymuah, Board President
Zeina Hamdan, 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**

THE DEARBORN ACADEMY (the "Academy")

A [regular/ special] meeting of the Academy Board of Directors was held on the 5th day of [July / August], 2020, at 11 [a.m. / p.m.]

The meeting was called to order at 11:13 [a.m. / p.m.] by Board Member Najim Saymuah:

Present: Najim Saymuah, Geraldine Pappas, Dib Saab, Linda White

Absent: Kassem Dakhallah

The following preamble and resolution were offered by Board Member Geraldine Pappas and supported by Board Member Linda White:

BACKGROUND

On June 30, 2020, in response to the novel coronavirus (COVID-19) pandemic affecting our state, Governor Gretchen Whitmer issued Executive Order 2020-142 (the "Order") that, provides a structure to support all schools in Michigan as they plan for a return of preK-12 education in the fall. Under the order, all schools must adopt a COVID-19 Preparedness and Response Plan ("Preparedness Plan") laying out how they will cope with the disease across the various phases of the Michigan Safe Start Plan. Under the Order and the Michigan Safe Schools: Michigan's 2020-2021 Return to School Roadmap developed by the COVID-19 Task Force on Education Return to School Advisory Council ("Return to School Roadmap"), Schools retain flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions.

Acting under the Michigan Constitution of 1963 and Michigan law, the Order and the Return to School Roadmap state:

1. Coronavirus relief funds under the Coronavirus Aid, Relief, and Economic Security Act will be provided and may be used to aid in developing, adopting, and following a COVID-19 Preparedness Plan under section 2 of the Order.
2. Every school must develop and adopt a Preparedness Plan that is informed by the Return to School Roadmap.
3. By August 15, 2020 or seven days before the start of the school year for students, whichever comes first: the Academy Board must approve its Preparedness Plan.
4. By August 17, 2020, the Academy's authorizing body, Central Michigan University, must collect the Preparedness Plan and transmit such plan to the Superintendent and to the State Treasurer.
5. By August 17, 2020, the Academy must prominently post its approved Preparedness Plan on the Academy's website home page.

The Academy submitted its Preparedness Plan to Central Michigan University ("Authorizer") for review and approval.

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

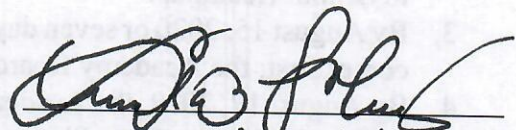
THE ACADEMY BOARD THEREFORE RESOLVES THAT:

1. The actions taken by Academy representatives to prepare and submit the Academy's Preparedness Plan to Authorizer are ratified.
2. The Preparedness Plan, as approved by the Authorizer, is approved by the Academy Board as the COVID-19 Preparedness Plan and as the COVID-19 Preparedness Plan Amendment to the Contract. This Contract Amendment shall remain in effect as long as The Preparedness Plan remains in effect. The Board President is authorized to sign and submit the Contract amendment to the Authorizer for approval.
3. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same hereby are rescinded.
4. The Academy will deliver from time to time such information regarding the implementation of the Academy's Preparedness Plan as the Authorizer or Michigan Department of Education may reasonably request.
5. Any Board policies or provision of Board policies that prohibit or impede the Academy's compliance with The Preparedness Plan or Executive Order 2020-142 are temporarily waived, suspended or altered.
6. Any actions or actions taken by authorized Academy representatives in the development, submission and implementation of The Preparedness Plan are (to the extent such actions or actions are not inconsistent with the delegation of authority provided under this resolution) ratified and confirmed in all respects.
7. This Resolution shall take immediate effect and continue through the end of the state of emergency and disaster declared in Executive Order 2020-127 and any subsequent executive order declaring a state of emergency or disaster in response to COVID-19 or the end of the 2020-2021 school year, whichever is sooner.

Ayes: 4

Nays: 0

Resolution declared adopted.



Print Name: Linda White

Secretary, Academy Board



Assurances

- The Academy will cooperate with local public health authorities if a confirmed case of COVID-19 is identified and, in particular will collect the contact information for any close contacts of the affected individual from two days before he or she shows symptoms to the time when he or she was last present at the Academy.
- The Academy acknowledges that it is subject to the rules governing workplace safety established in section 1 of Executive Order 2020-114 or any successor order, and has adopted a Workplace Preparedness Plan. A copy of this plan is attached.
- The Academy will be or is closed to in-person instruction when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.
- The Academy's sponsored inter-school, after school activities and athletics will be suspended when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.
- The Academy will comply with guidance from the United States Department of Education, including its Office of Civil Rights and office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- The Academy will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement if applicable.
- The Academy prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.

Najim Saymuah
President, Board of Directors

Board Approved: 08/05/2020



Introduction and Overview

The Dearborn Academy (TDA) is preparing for a safe and healthy resumption of in person teaching and learning for students and staff on August 31, 2020. As we look at our opportunities for starting the new school year, there are many logistics that must be contemplated as we cultivate our plans. The leadership team is studying guidance from different entities including, the Wayne County Department of Health, Michigan Department of Education and Wayne RESA in planning for the safest, most efficient start of school this fall. The Dearborn Academy's COVID-19 Preparedness and Response Plan is a collaborative effort between administration, teachers, support staff, families, and the Academy Board of Education. It is built to communicate a structure of continuous academic, social-emotional, health and safety provisions for its students and families.

Pursuant of the school's Mission, *The Dearborn Academy (TDA) is a unique charter school serving a multicultural community through individualized, focused instruction allowing each student to achieve academic excellence and exhibit social responsibility.*

Our WHY statement asserts we are in the pursuit of *Redefining Urban Education* and hence, supports both our Mission and Vision. Our purpose being to know each and every child by name and need. This goal is not solely for our teachers or paraprofessionals. It is not only for our custodians, bus drivers, administrators, and food service workers. It is the duty of every individual in our TDA Family. As such, we keep our WHY at the forefront. Our WHY is about our contribution to impact and serve our students. Our WHY will inspire us as we concentrate our efforts on what matters most...our Dolphins!

With that being said, TDA is not about its buildings. It is the people...the positive, thoughtful relationships shaped between staff, students and families. The shuttering of the school resulted in those relationships deepening. Staff – most of whom were new to Remote Learning – connected with one another to share technology support, resources, and humor. They reached out to students/families through morning meetings, virtual lessons, emails, phone calls and texts. They consistently found the means to contact families in the only way they know how...that is...TDA way! The incredible staff all joined together to help TDA during those extraordinary moments. Decisions were made with care, thought, and with the best interests of our students, staff, and families at the forefront. Realizing that school closures are intended to protect the physical health of the individuals, there are very real mental health worries that come along with such an unforeseen change in schedule. Boredom, lack of routine, being away from friends, and general anxiety caused by the pandemic can be detrimental.

Given the school Vision describes us “... *an Academy dedicated to academic excellence for our young learners. We are innovative, empowering, and absolutely committed to the continuous social development and academic growth of all students. We establish a school learning environment in which our academic goals are articulated with laser sharp clarity and are regularly monitored.*

We provide an academic environment where quality learning is fun and enjoyable. We create an atmosphere of trust and support for all learners where diversity is celebrated and honored. We develop actively involved learners who are self-confident and are engaged in the global community.”

Our plan depends on flexibility, adaptation, and collaboration from our Board of Education, ESP President, staff, students and families. With one voice, our TDA team came through with flying colors to advocate for our Dolphins' needs. The Dearborn Academy plan for returning to school in the Fall heavily relies on our Remote Learning experiences from this Spring. When we started providing Remote Learning, live classes, some members surfaced as leaders to offer peer-to-peer teaching and share best practices. When students needed them, staff checked in on their health and safety. When cries for help



came from staff about specific students/families in immediate distress, we were informed in a timely manner and got them the necessary resources to keep them afloat. When parents/guardians shared their anxieties, we offered comfort and eased their minds. The work of our TDA team demonstrates why it is so essential to enable schools to make the best determinations for their communities and classrooms. While the students could not be in one classroom together right now, staff was going the extra mile to sustain those relationships. They tried nontraditional solutions, and/or approached problems in nontraditional ways, in order to help us all solve an otherwise unsolvable problem.

One of TDA's strengths is its diversity, and we honor that diversity. Our ability to come together through hardship has also been a strong point. When a member of our family is suffering, we all suffer. We are dedicated to the principles of equity and restorative practices because we realize that without a system change, we can never have a systemic change. Our deeds must transcend celebrating diversity or adding equity to our strategic plan. We have to unearth innovative means to carry through with our pledge to know every student by name, gift and need, so that we all recognize their worth, value and importance. We must be prepared to hear uncomfortable truths and then have the nerve and desire to adjust our own actions and viewpoints.

The guiding principles considered by the team in the development of the Preparedness and Response Plan include the following:

- for both students and staff, TDA's initiative mirrors the requirements and recommendations as set forth by *Michigan's 2020-2021 Return to School Roadmap*
- empathizing and being aware that the social-emotional and physical well-being of students and staff take priority over academics
- the understanding that Remote Learning cannot be a substitute for students' experiences within the school community (i.e., their teachers, administrators, peers, and support staff)
- consideration for students who need specific supports to come back to school and be prepared with a process that will meet their individual needs
- should schools be forced to shutter again, be prepared for a smooth transition between in-person teaching/learning and remote teaching/learning
- the notion that busing may not be offered
- weekly vertical and horizontal collaboration among educators in order to maintain consistency and coherence
- Specials (i.e., art, PE, library, World Languages) will resume as essential elements of learning
- ensuring technology for all students that can be accessed at home and at school and an expansion of our 1:1 Chromebook program
- consideration of student privacy in all applications employed by TDA for Remote Learning



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

Phase 1, 2, or 3 Safety Protocols

TDA will not register as a Child Care facility but should a future executive order mandate that we do so, we will arrange to have GSRP staff members who have the expertise in infant, toddler, and preschool care, manage the efforts. We will deploy a partnership with Wayne RESA to help with some of this care; we will cooperate with requests from the local intermediate district with regard to any necessary disaster relief child care centers and will share relevant information with the school community.

TDA will promote remote work to the fullest extent possible and may only require employees and contractors to work on-site if in-person work is deemed essential to perform, at a minimum, basic school operations or facilitate the Remote Learning plan. All in-person work will be consistent with the safety guidelines as detailed in the Executive Order.

Should the State be in Phases 1-3, no students will be permitted in the building for instruction. Staff will have access to the building for critical tasks and as permitted within the Wayne County Health Department guidelines (i.e., meal preparation and disbursement, business office operations, preparing the building for reopening, video instruction, continuing communications, clerical functions, information technology, custodial and maintenance staff, etc.)

All TDA students are eligible for free grab and go breakfast and lunch. Adults picking up meals for children will let staff know how many children's meals they need. Children will not need to be present for parents/guardians to request food. Meals will be available to be collected every Monday and Thursday between 10:00 a.m. - 12:00 p.m. (with three days' and three days' worth of grab and go meals respectively). Families will use the dismissal loop to pick up and meals will be placed in the trunk of the vehicle to abide by social distancing rules.

While the school is closed for in-person learning, the cleaning protocols will be adjusted to ensure the building remains functional as directed by the Wayne County Health Department. We will revisit these protocols as needed. In addition to regular cleaning, we will be disinfecting and sanitizing more often in the common areas (i.e., kitchen, hallways, offices, restrooms as well as high-touch surfaces (i.e., door handles and desks).

In Phases 1-3:

- food distribution (i.e., grab and go) programs authorized
- on-site activities not permitted
- all inter-school activities discontinued
- athletics suspended
- after-school activities closed

The Academy will implement ALL “Required” Safety protocols on p. 15 of the Roadmap.

Assurance: The Academy will suspend all busing operations in Phases 1-3.

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



The Academy will provide mental and social-emotional health services for its students by checking in with emotionally susceptible students in order to evaluate their level of functioning. Supporting the social-emotional health of students will be as vital as equitable access to learning resources and learning opportunities, technology, and nutrition.

In their daily/weekly communications with students/parents/guardians, staff will be asked to monitor students and their families for any indications of mental health concerns or signs of physical distress. Should an issue present itself, the staff member will contact an administrator to further the conversation. Additionally, the social worker will help connect the family to outside agencies such as the ACC, ACCESS, etc. to help address their needs. Finally, scheduled weekly meetings will be held with the administration, social worker, psychologist and staff to identify any students and/or families who are stressed emotionally and not handling the unanticipated changes in view of the current situation, or facing additional hardships.

Whether it is through staff referral or a student voluntarily seeking support or for one who is already on their caseload, our social worker and/or psychologist will be available to provide mental and social-emotional health support via phone sessions/video sessions. The 15-25-minute sessions will provide emotional support through the delivery of coping strategies and information vis-à-vis other community resources. Additionally, mental health professionals through the ACC will be available for wraparound services.

Social-emotional learning activities are critical to students' learning and health and safety. Some of our students have outside counseling services and deep social-emotional needs recorded in their IEPs. This pandemic has aggravated some of those needs. As such, special education staff will collaborate with the social worker and/or psychologist to work on activities that support students with stress/anxiety diminution and other SEL strategies.

Especially for our new families, we will consider and mitigate the effects of acclimating to a new culture, a new language, and new community resources and supports for students and families who are Black, Indigenous, People of Color (BIPOC) or who have an immigrant/refugee status. Among other strategies, we will employ a multi-tiered system of supports for social-emotional needs. Moreover, we will make widely available a list of resources to support children and/or adults experiencing distress. Vis-à-vis surveys, virtual meetings, Principal office hours, etc., we will additionally facilitate opportunities for relationship building and reflection among students, families, and staff. These conversations are vital to ensure that stakeholders' voices are heard.

TDA will assess the well-being of our staff as we develop our reopening plans so they can better support the social-emotional well-being and learning needs of their students. With that being said, it is important to provide them with the time and space to process traumatic events, re-establish relationships with each other, and obtain support that will stimulate their healing. We will also prioritize educator self-care and wellness throughout the summer and at the beginning of the 2020- 2021 school year. Finally, we will create opportunities for staff to frequently practice and reflect on their own social and emotional experiences.

In order to support staff, TDA will provide PD for:

- the fusion of social-emotional learning, into their teaching practices, including but not limited to the skills for nurturing positive learning environments and strategies for incorporating social-emotional learning into remote instruction
- the comprehension and use of trauma-informed practices



- protocols for recognizing and supporting students who may be facing social-emotional, behavioral, and mental health demands
- the creation of systems that encourage staff-student relationships so as to ensure that all students have at least one caring staff member who checks in frequently with them and their family and is able to connect them to any necessary assistance

The Academy will NOT implement the following “Strongly Recommended” Mental & Social-Emotional Health protocols on p. 16 of the Roadmap:

- schools should implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines
- designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners

Phase 1, 2, or 3 Instruction

If the region is in Phase 1, 2, or 3 of the *Michigan Safe Start Plan*, as in the Spring, The Dearborn Academy (TDA) will take a multi-pronged approach to student learning, beginning with remote student-educator contact time. While course delivery will vary by classroom, teachers will make use of a variety of Remote Learning tools to connect with their students at home. Their approach will depend on the grade level, the experience of the teacher, and the experience of the students. For example, students in grades K-8 will have access to their i-Ready accounts which provides online learning for both reading and math and MS will use Amplify for ELA and IXL/Khan Academy for Math. Remote Learning will be designed to be more rigorous and offer more live learning opportunities than the Remote Learning period from Spring 2020. Grading practices will align to existing grading procedures. Students will be expected to be available for learning sessions throughout the school day. The goal will be to allow for continued instruction while recognizing the new challenges that come without traditional, face-to-face classroom learning. The primary focus of instruction will be on Literacy and Math. Additional minutes will concentrate on Science, Social Studies, Art, Library, PE and World Languages.

Remote Learning

Whereas instruction or lessons remotely will be an option for most students and families, teachers will also propose activities that do not require technology, considering home language, specialized services, developmental readiness, and resource access. Remote learning instruction may include virtual learning via phone calls, text and email, and digital face-to-face tools like ZOOM, Google Hangouts/Meet, paper-based packets, individual and family videoconferencing, remote small group or full class instruction, emails, and or providing remote office hours, etc. Students' schedules will be constructed to stipulate that they will participate in both synchronous and asynchronous learning. If group video chats are used, they may only be launched with small or large groups of students and will only be started by the teacher. Given that not all our students will have a viable route to technology at home, teachers will provide appropriate and reasonable alternative academic supports. For instance, presenting alternative delivery methods that involve telephone contacts and learning packets. TDA will make available to a student wishing to use a paper/pencil packet as an alternative to any assignment requiring technology. Parents/guardians who choose to take advantage of the paper/pencil packet will need to contact their child's teacher. Staff will connect with those families who do not have access and will help them acquire Internet via any free options being made available at that time.



Expectations for Synchronous Learning

Students:

- will attend class daily and on time (according to their schedule)
- will dress suitably
- will be ready to learn
- will have a workspace delegated to them
- show their face on the screen at all times to engage with the teacher virtually
- will participate in class

Expectations for Asynchronous Learning

Students:

- will complete asynchronous activities assigned each day
- will show proof of participation in daily virtual instruction by satisfactorily completing assignments to show evidence of student learning
- and parents/guardians will communicate with the teacher when needing additional help

TDA's 4th-8th grade students already have personally assigned Chromebooks through the 1:1 initiative established in 2018. Additional Chromebooks were purchased in June and more will be added in August to be distributed to K-3 students. PK-8 students will have consistent contact with applicable learning materials for their grade level content. In order to address the needs of all students, should parents/students request weekly packets, they will be available for them. Instructional packets will offer a balance of review and reinforcement of learning. A number of students (especially those in PK-3 and some with IEPs) need the support of a parent/guardian to finish the activities given each week. Finally, given the nature of interventions, small group instruction will necessitate more emphasis on synchronous supports and services to address individual student needs.

English Learners (ELs) will engage in grade-level instruction and activities along with participating in daily English Language Development (ELD) endeavors to concurrently improve English language proficiency and content knowledge. ESL teachers will be accessible to offer support and will connect daily with students and families. English Learners and families will also obtain support from both the ESL and Title III(IS) Paraprofessionals. Core instruction will be individualized and founded on the students' ELD, their goals and accommodations. To make sure this differentiation occurs, there will be ongoing dialogue between ESL and general education teachers, to support students in availability and in meeting their objectives and goals. All general education and ESL staff will document their best efforts with their students. Additionally, for those families who speak a language besides English, phone translators are available to answer questions and connect families to accessible resources.

Students receiving specialized assistance via an IEP or Section 504 Plan are general education students first and foremost. Special education staff will get in touch with the families of students they serve in order to communicate available supports for: social emotional learning, academic needs related to assigned work provided by general education teachers, study skills and organization tools, speech language therapy support, and occupational/physical therapy supports. Teaching and professional support staff will create a schedule to host video and/or phone sessions with students and mail home packets of materials to be used during these sessions targeting IEP goals. For younger students, parents/guardians may be asked to participate to the degree needed to support engagement. Special Education staff will contact and be available daily to support learning at home. Moreover, they will schedule IEP meetings with some families on an as needed basis. Core instruction will be individualized and founded on the students' IEPs, their goals, the modifications, and accommodations within the IEP. To make sure this differentiation occurs, there will be ongoing dialogue between special and general education teachers (including ESL teachers). This communication will ensure accessibility to the curriculum and support the



students in meeting their IEP goals and objectives. All general education and special education staff will document their best efforts with their students.

All students will receive flexible and responsive support for their academic, behavioral, health and safety needs. Classroom teachers and support staff will participate in a PD to plan and implement MTSS reaching across synchronous and asynchronous instruction, in-person and online. Academic supports will provide focus and review of power standards through whole-group and small-group instruction (Tier 1) and individual student intervention (Tiers 2 and 3). Small group instruction/intervention is important for addressing the needs of students that have not yet mastered previously taught skills. Granted it may be difficult to assess students in real time, teachers may recognize which students may still need additional support. Specialists, in collaboration with classroom teachers, will plan for identification of learning needs through formative assessment, supports for student success and well-being, revisions to curriculum, pacing, and instructional delivery. Intervention will be scheduled regularly for students to best meet their academic needs. During this time, students may engage in assigned group activities, project-based learning activities, small group or individual instruction. Teachers will communicate their plan for the designated time with students.

TDA will use resources and tools for systematic data collection, ongoing progress monitoring, and timely intervention. Support staff and resource teachers, including the psychologist, and social worker, will work flexibly across the school to address student needs.

Instructional resources for remote teaching include:

Grade Span	Content Areas	Core Materials for Teacher & Student Usage	Supplemental Materials for Teacher & Student Usage
PK	All	<ul style="list-style-type: none"> HighScope 	<ul style="list-style-type: none"> Learning environment Beneficial Assessment (COR Advantage) Technology Materials Educational materials Commonly found household items (for virtual learning) Scaffolding team ECS ECC Star Rating PQA-R
K-5	ELA	<ul style="list-style-type: none"> i-Ready Fountas and Pinnell Classroom 	<ul style="list-style-type: none"> Raz Kids BrainPop Flocabulary
	Math	<ul style="list-style-type: none"> i-Ready Ready Classroom 	<ul style="list-style-type: none"> XtraMath Prodigy BrainPop Flocabulary
	Social Studies	<ul style="list-style-type: none"> Oakland Atlas Teacher Created Resources 	<ul style="list-style-type: none"> BrainPop Flocabulary
	Science	<ul style="list-style-type: none"> TCI Science 	<ul style="list-style-type: none"> BrainPop Flocabulary
MS	ELA	<ul style="list-style-type: none"> Amplify 	<ul style="list-style-type: none"> BrainPop Flocabulary

			<ul style="list-style-type: none"> • Reading A-Z • Raz-Kids
	Math	<ul style="list-style-type: none"> • Maneuvering the Middle 	<ul style="list-style-type: none"> • BrainPop • Flocabulary • IXL
	Social Studies	<ul style="list-style-type: none"> • Oakland Atlas • Teacher Created Resources 	<ul style="list-style-type: none"> • BrainPop • Flocabulary
	Science	<ul style="list-style-type: none"> • TCI Science • Teacher Created Resources • Quizlet 	<ul style="list-style-type: none"> • BrainPop • Flocabulary

Communication and Family Supports

Because kids need to understand that they are socially and emotionally supported, they must feel safe, be engaged, and have good relationships with teachers and other adults in the school. An educator is an important social, emotional, and instructional point of contact for students. There will be consistent communication from staff on their selected platform (e.g., Class Dojo, Remind, etc.), as well as social media, to help uphold and strengthen these established relationships. Moreover, video chatting, personal emails, PBIS Positive Postcards, etc., with students and families, will keep the lines of communication open, helping soothe their anxieties and determining goals to maintain academic and social-emotional progress. Families and teachers will discuss preferred means of communication. The customized means of contact and academic assistance will be receptive to student need and resource access. If parents/guardians or students have questions, a teacher will be available to answer these questions, in a timely manner on all instructional days. With Remote Learning, relationships require more intentional planning to nurture and maintain. Therefore, the first week of Remote Learning will involve revisiting relationship-building between staff and students. and introducing the Remote Learning PBIS Matrix.

Moreover, to maintain ongoing communication, staff will log phone calls/texts and emails with students and parents/guardians. Inconsistent involvement in Remote Learning and/or communication with a parent/guardian or student will be conveyed to an administrator, social worker or school psychologist in order to develop a plan to connect with the student and family.

Below is a sample list of methods:

Resources	Description
SchoolMessenger	all major communications and announcements
SchoolTron	all major communications and announcements
Facebook	all major communications and announcements
Email	communications between families and teachers and families and administration
ClassDojo	communicate and interact with students and families
Remind	communicate and interact with students and families
Google G Suite	tool for students to create, collaborate and encourage connections
Google Classroom	allows teachers to foster interactions, promote collaboration, create, distribute and grade assignments for their students online
Google Hangouts Meet	allows students to connect with their teachers in an online videoconference
ZOOM	adapt teaching practices to a live video chat classroom

The Academy will implement ALL “Strongly Recommended” Communication and Family Supports’ protocols on p. 18 of the Roadmap.



Governance

Based on the feedback received via Staff and Parent/Guardian Surveys in June, administration reviewed, developed, and clarified different components of the COL Plan implemented in April. TDA will continue to inform parents/guardians of developments and will offer other opportunities to provide input moving forward. In conjunction with the Wayne County Health Division, the school leader will communicate concerns, challenges, and lessons learned regarding COVID-19 preventive activities and remote learning, as needed, with staff, students/families.

Information will be imparted in:

- English, Arabic and Spanish to successfully communicate with families whose primary language is not English
- multiple modalities to ensure that students/families without Internet are included and receive the same important information as is communicated to all students/families

A Parent/Guardian Remote Learning Survey was conducted with a deadline set for June 5, 2020. Below are the results:

What Worked and Did Not Work During School Closure:

- **52%** indicated **Yes** and **29%** said **Somewhat** when asked if parents/guardians were satisfied with home/remote learning during the school closure
- **92%** said their school **kept in contact** and delivered **instructional activities** throughout the closure.
- **92%** indicated TDA **communicated on how to get help with Remote Learning** throughout school closure timeframe.
- **82%** stated that the **assigned work was clearly explained and easy for their child(ren) to follow.**

Amount of “Academic” Screen Time During School Closure:

- **76%** of parents/guardians said their student(s) had **just the right** amount of academic “screen time.”
- **78%** of parents/guardians said their child(ren) were being given **just the right** amount of school work via the Remote Learning Plan.

Fall 2020 Preferred Learning Option:

- **46%** of parents said they would choose the **In-School** option.
- **38%** of parents said they prefer the **Hybrid** option.
- **16%** of parents said they want the **Online** option.

Fall 2020 Plan:

54% of parents/guardians are more likely to send their child(ren) to school if it is open in the Fall.

The table below indicates staff focus group and reflection responses.

Lessons Learned	Successes	Challenges
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Technology	<ul style="list-style-type: none"> gave some educators the opportunity to experiment with new technologies and thrive with different online tools they developed a repertoire of online and video learning resources that could be used for example, when inclement weather forces schools to close 	<ul style="list-style-type: none"> procuring new Chromebooks and instituting IT support to assist families as they tried to secure the options available for free Internet packages and resolve certain technical issues staff/students/families had to be walked through on how to use some educational tools and platforms effectively
Flexibility	<ul style="list-style-type: none"> creation of innovative means for tracking attendance/participation and checking in with students who were not engaged development of unique approaches to deliver lessons and assess their students' learning adaptation of their expectations to incorporate more formative assessments 	
Community	<ul style="list-style-type: none"> devised novel methods to nurture community social media was used to stay in contact with students/families, commemorate their achievements, and convey a bit of lightheartedness and humor 	<ul style="list-style-type: none"> struggled to reproduce the social advantages of school
Uncertainty	<ul style="list-style-type: none"> we have all been there for each other 	<ul style="list-style-type: none"> there is a lot of catching up to do concern over the COVID slide and how to address the gaps without additional regressing meeting their obligations to special populations, some of whom could not take full advantage of Remote Learning

The Academy will implement ALL “Strongly Recommended” Governance protocols on p. 17 of the Roadmap.

Professional Learning

In Phases 1-3, staff meetings/PDs will take place virtually during in advance of the opening of school. This will include webinars, live ZOOMs, and will allow time for questions and answers. TDA will develop and deliver PD opportunities (e.g., emphasis will be on phases of reopening, student needs, online teaching/learning, etc.), in response to guidance provided by MDE, Wayne RESA, CMU-The Center.

PD days in August will be used to:

- organize evidence-based instructional methods and materials
- prepare to address students' social-emotional and mental health needs
- train on new health and safety protocols
- identifying the successes and barriers for students, staff, and families during Remote Learning, including improvements to launch a Remote Learning model or in laying the groundwork for sporadic/rolling school closures



- reviewing student progress during Remote Learning, recognizing gaps, and planning for the continuation of learning shift to our new normal for the 2020- 2021 school year

The Academy will implement ALL “Strongly Recommended” Professional Learning protocols on p. 18 of the Roadmap.

Monitoring

Students are mandated to virtually attend all classes and check-ins as required by their teachers. Attendance and assignment completions/submissions are required as part of the virtual school schedule. Students would be engaged in their online LMS through instruction, discussion, application, and interaction. Teachers will take and post attendance as if the student were physically present in the in-person classroom.

Attendance in Remote Learning is defined as the following:

- attending live sessions with camera on at all times and face visible to the teacher
- active participation in the class
- watching recording of lesson and documented by any or all of the following methods:
 - discussion board postings
 - completion of assignments by a predetermined time
 - ZOOM Meetings, Google Classroom, ClassDojo
- students must respond to attendance prompt by 8:50 a.m.

Teachers will be tracking daily attendance using MiSTAR and will mark absent for students who did not: attend the Google Meet/ZOOM meeting, complete the engagement assignment marked for attendance, or have direct contact with the teacher.

During the remote synchronous option, students who are logged in at the teacher’s documented official attendance time are marked remote present for that day, and students who are not logged in at the teacher’s documented official attendance time are marked absent. A student will be considered absent if they do not have documented engagement with the LMS and daily contact with the teacher, and/or documentation of completion/turn in of daily assignments.

Grading in Remote Learning will apply to student work done in either remote synchronous or remote asynchronous instructional methods and will be consistent with the grading policies for in-person learning.

The Academy will implement ALL “Strongly Recommended” Monitoring protocols on p. 18 of the Roadmap.



Phase 1, 2, or 3 Operations

Facilities

During Summer 2020, the buildings went through a comprehensive inspection of supplies for cleaning and disinfecting. The custodial and maintenance department will monitor supplies, maintain the facilities, continue to clean and disinfect as needed. All staff will wear PPE throughout the process.

The Academy will implement ALL “Strongly Recommended” Facilities protocols on p. 19 of the Roadmap.

Technology

In March an informal verbal survey was conducted to establish student access to a home-based Internet service. Staff connected with those families who did not have access and helped them acquire Internet via the free options being made available during the pandemic. TDA’s 4th-8th grade students already have personally assigned Chromebooks through the 1:1 initiative established in 2018 and represent a large percentage of our families. Additional Chromebooks were distributed to K-3 students (one per family).

Regardless of whether we are in-class or learning remotely, technology and Internet access are critical tools for our students. Digital divides between households is one of the most significant causes of inequity. This is why we are expanding our 1:1 device program, and children in KG-8th grades will have a take-home device that is safe and has the resources needed to work from home. More than 300 devices were distributed with an additional 200 devices to be deployed to students in the upcoming school year. The project is aligned with TDA’s ongoing pledge for student equity and 21st century learning to prepare our students as they move forward in their education.

TDA will work on ensuring that every student has access to a device, Internet connectivity and delivery of technology. A Needs Assessment and Survey will be conducted in July to determine the number of students that will require Internet access in order to participate in remote education. We will reach out by phone to those families who do not respond. In the meantime, we are continuing to work on resources where access may not be available to a student due to connectivity or other unique conditions. We are also considering the technological demands of all students, inclusive of those with learning disabilities, assistive technology needs, and language barriers. Finally, we are keeping in mind the needs related to the distribution of necessary technology, including but not limited to, student and parent/guardian trainings and appropriate use policy implementation. Student schedules will be flexible and consist of off-line activities which will permit for the sharing of devices within each home, should the need arise. Families will receive very detailed instructions based on grade level/bands/subjects.

Budget, Food Service, Enrollment, and Staffing

In order to continue education services in an unpredictable and fluctuating environment due to COVID 19, the following school finance issues must be addressed by State leaders for schools to remain operating:

- a budget that encompasses essential costs
- an accommodating and adjustable means to offer Remote Learning that is linked to a traditional school

In Phases 1-3, to ensure fiscal and budgetary planning, TDA will need to maximize access to available federal funding through application to the CARES Act. and other resources. Moreover, funding scenarios will be created to support the multiple areas that may require increased funding, including but not limited to, additional instructional supplies/equipment, printing costs, protective materials, cleaning supplies, providing meals, addressing digital access issues, supporting SEL, etc.



Food service staff are mandated to have standard operating procedures that ensure safe and effective handling of all food service-related equipment. These procedures will be reviewed, and staff retrained, as needed. Accommodations for food delivery will be made for families who are without transportation or unable to leave their homes. Meals will be available to be collected every Monday and Thursday between 10:00 a.m. - 12:00 p.m. Monday food distribution will include three breakfast and three lunches packages. Thursday food distribution will include four breakfast and four lunch packages. All TDA students are eligible for free grab and go breakfast and lunch while they are at home.

The following is the distribution plan for curbside meal pick-up

- families will use the dismissal loop
- location will be visibly marked by both signs and cones
- parents/guardians will be required to stay in their vehicles and will let staff know how many children's meals they need
- children will not need to be present for parents/guardians to request food
- meals will be placed in the trunk of the vehicle to abide by social distancing rules.

In Phases 1-3, hiring and interviewing will be done virtually, to adhere to social distancing protocols. The employment of certified, authorized and/or permitted educators is key to the success of all students. As such, Human Resources (HR) will comply with legal and regulatory requirements related to staff hiring. HR will continue to ensure the timely processing of temporary authorizations including 90-Day Initial Certificates, Long Term Substitute Authorizations, etc. Plans are in place to assess how to engage a full roster of staff, including potential substitute plan, and whether stipends or changes in substitute pay is required to support the needs of the school.

The Academy will implement ALL “Strongly Recommended” Budget, Food Service, Enrollment, and Staffing protocols on p. 20 of the Roadmap.

The Academy will NOT implement the following “Strongly Recommended” Technology protocols on pp. 19 & 20 of the Roadmap:

Technology

- Identify an asset tracking tool.
- Identify a vendor to assist with processing, returning, and maintaining devices, if needed.



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

Phase 4 Safety Protocols

Personal Protective Equipment (p. 22)

In Phase 4, face coverings are required as per the Michigan Safe Start Plan. The Dearborn Academy will implement the Roadmap requirements for facial coverings, except where doing so would inhibit the individual's health, by:

- providing training to staff and students on their proper use and placement
- training staff to allow for safe breaks since it will be challenging for students to wear face coverings all day, especially in the beginning of the school year
- asking parents/guardians to support their use in school
- requesting parents/guardians to get their children used to wearing them over the summer months so students will be comfortable with them once school opens
- requiring parents/guardians to provide them, but extra disposable face coverings will be made available for those students who cannot afford them
- mandating that parents/guardians wash the face coverings daily
- incorporating them into the school dress code
- modeling, teaching and emphasizing the use of face coverings when on school grounds
- using persuasion – clarifying the importance of facial coverings, and contacting parents – rather than punitive measures

For the PK-5 School Supervised Learning model, if families are not compliant with the requirements, the Academy will meet with families to discuss the best placement option, and may request their child(ren) participate in the Home Supervised Remote Learning environment for student safety and individual needs.

Hygiene (pp. 22 & 23)

The Dearborn Academy will use the following to implement the Roadmap requirements for hygiene protocols:

- staff and students will be educated on 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
- teachers will post daily announcements to teach about health etiquette expectations - how to keep 6 feet distancing, how to wear facial coverings, keep hands away from face, how to wash hands, not to touch items needlessly, how to clean supplies/desks, etc.
- intentional positioning of supplies in zones where they may be used more frequently
- execution of practices to systematically and regularly monitor and replenish supplies at the point of use (e.g., hand sanitizer close to communal equipment, hand sanitizer at entrances/exits, etc.)
- limit sharing of personal items and supplies such as writing utensils
- keep students' personal items separate and in individually labeled cubbies, containers, or lockers
- limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
- procure portable handwashing and/or hand-sanitizing stations to set up throughout school buildings



- incorporation of routines and procedures of hand hygiene (i.e., using soap and water) into the daily school schedule (i.e., every 2-3 hours) for all students and staff (i.e., handwashing and hygiene opportunities during/between classroom activities)
- modeling and emphasis on handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer
- overseeing the use of hand sanitizer by students
- restrooms will be monitored and cleaned more frequently throughout the day
- stressing handwashing during important times including but not limited to:
 - arrival and dismissal
 - before, during, and after preparing food or eating
 - after using the restroom
 - after blowing one's nose, coughing, or sneezing
 - after touching objects that have been touched by other individuals
 - usage of media, posters, and other methods to disseminate hygiene protocols (i.e., school wide signage on how to prevent the spread, daily protective procedures, including correctly wearing a face covering, proper handwashing and social distancing reminders) in high traffic areas (i.e., cafeteria, restrooms, hallways, etc.)

Spacing, Movement and Access (pp. 23 & 24)

The Academy will implement the following “Strongly Recommended” Roadmap protocols:

- space desks six feet apart in classrooms "where possible"
 - class sizes will be kept to the level afforded by necessary spacing requirements
- in classrooms where large tables are utilized, students will be spaced as far apart as feasible
- if possible, all desks will be arranged facing the same direction toward the front of the classroom
- staff will maintain six feet of spacing between themselves and students as much as possible
- family members or other guests will not be allowed in the school building except under extenuating circumstances determined by school officials
- signage will be posted to indicate proper social distancing
 - floor tape or other markers will be used at six-foot intervals where line formation is anticipated
- social distancing floor/seating markings in waiting and reception areas will be provided
- signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques will be posted
- adult guests entering the building will be screened for symptoms, wear a facial covering, and wash/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
- efforts will be made to keep six feet of distance between people in the hallways
 - staggered movements at incremental intervals will be used if feasible, to minimize the number of persons in the hallways as able

Screening Students and Staff (p. 24)

The Dearborn Academy will coordinate with the Wayne County Health Department and will implement the requirements for screening protocols by:

- educating staff, students, and families about the signs and symptoms of COVID-19, and when the students/staff must stay home and when they are able to return to school
- requiring that staff and students stay home if:



- they have tested positive for or are presenting with COVID-19 symptoms, until they meet the criteria for re-entry
- they have had close contact with an individual who is lab-confirmed with COVID-19, until they meet the criteria for re-entry
- incorporating into the Crisis Management Plan procedures (i.e., to care for students and/or staff who arrive ill and do not pass screening) and other measures to mitigate the spread the disease
- enforcing the *Control of Casual-Contact Communicable Diseases* Board policy that states: “If a student exhibits symptoms of a communicable disease, the School Leader will isolate the student in the building and contact the parents/guardians. Protocols established by the County Health Department shall be followed”
- identifying a staff person who will be responsible for responding to COVID-19 concerns and will help coordinate with the Wayne County Health Department regarding positive COVID-19 cases
- assigning an area for the purposes of quarantine, maintaining small groups by having students eat meals in classrooms whenever possible, and restricting volunteers and visitors in the building

Testing Protocols for Students and Staff and Responding to Positive Cases (p. 25)

The Dearborn Academy will implement the Wayne County Health Department requirements for testing protocols as follows:

- working closely with the Health Department to adhere to their process for reporting infectious diseases
- staff and students that are sick will not be allowed to return to school until they are healthy

Responding to Positive Tests Among Staff and Students (pp. 25 & 26)

The Dearborn Academy will coordinate with the Wayne County Health Department and implement the local requirements for Responding to Positive Tests as follows:

- if a student or staff tests positive, the group will move to remote for 14 days
- enforcement of the *Control of Casual-Contact Communicable Diseases* Board policy that states: “If a student exhibits symptoms of a communicable disease, the School Leader will isolate the student in the building and contact the parents/guardians. Protocols established by the County Health Department shall be followed”

Food Service, Gathering, and Extracurricular Activities (p. 26)

The Dearborn Academy will prohibit indoor assemblies bringing together more than one class of students and will use the following to implement the Roadmap recommendations for food service, gathering, and extracurricular activities’ protocols:

- limiting gatherings and probable intermingling of classes or groups in the cafeteria or other shared spaces
- all extracurricular activities must abide by appropriate social distancing requirements and hygiene protocol

In Phase 4, cafeteria and food service staff will be required to wear PPE while preparing and serving meals in disposable boxes and utensils. All staff and students will wash hands before and after meals. Lunch times and outdoor recesses will be staggered to maintain social distancing. In the cafeteria, The Dearborn Academy will minimize the number of people and maximize the spacing between students.

Generally, students will eat in the cafeteria but should there be a need, classrooms may also be used for lunches. One classroom at a time will line up in the cafeteria in small groups, with face coverings on and



will follow the provided social distancing markers to ensure ample spacing between students. Face coverings must be worn by students until they are seated at their lunch table, at which point they may be removed to eat.

In Phase 4, assemblies/performances or other all-school gatherings and extracurricular activities that bring together students from more than one classroom, are suspended.

The Dearborn Academy will engage in virtual activities and events in lieu of field trips, student assemblies, special performances, Family Nights, etc.

The Academy will implement ALL “Strongly Recommended” Food Service, Gathering, and Extracurricular Activities protocols on p. 26 of the Roadmap.

Athletics (p. 27)

The Dearborn Academy will be suspending its athletics’ program while in Phase 4.

Cleaning (p. 27)

The Dearborn Academy will adhere to aggressive cleaning and disinfecting procedures. TDA will employ the following to implement the Roadmap requirements for cleaning protocols:

- Installation of a plexiglass barrier in the Main Office where students, families, and visitors may not be able to maintain social distances
- creation of a daily schedule planning for additional cleaning and disinfecting of surfaces that are touched in common throughout the day (e.g., door handles, common tables/desks, shared supplies such as art supplies, and high touch devices such as shared laptops or tablets)
- adjust custodial shifts where possible to better accommodate needs during day
- share the schedule with all stakeholders for added, routine cleaning and disinfection
- increase of the frequency of disinfection/sanitization during high-activity times (e.g., breakfast, lunch, restroom breaks, indoor recess, etc.)
- assurance of adequate supplies to curtail sharing of frequently handled equipment or limiting the use of supplies/equipment to one cohort of students at a time, allocating time to clean and disinfect between each use
- supplying preventative supplies in each classroom, educational space and common area
- sharing of school supplies (i.e., pencils, markers, art supplies, etc.) will not be allowed
- shared equipment will be used by as few students as possible and cleaned and disinfected before and after each use.
- require students to keep personal items in individually marked compartments, lockers, bins, desks, cubicles
- drinking fountains/water bottle stations will only be used to fill reusable water bottles and will be cleaned frequently
- nightly cleaning protocols completed by evening custodial team

The Academy will implement ALL “Strongly Recommended” Cleaning protocols on p. 27 of the Roadmap.

Busing and Student Transportation (p. 28)

The Dearborn Academy will suspend all busing operations while in Phase 4.

Medically Vulnerable Students and Staff (p. 28)



Older staff members as well as staff and children with chronic disease or are immunocompromised are at high risk for contacting illness or complications associated with COVID-19. These students and staff should check with their healthcare provider before returning to work or school.

TDA will:

- systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19
- create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments

The Academy will implement ALL “Strongly Recommended” Medically Vulnerable Students and Staff protocols on p. 28 of the Roadmap.

The Academy will NOT implement the following “Strongly Recommended” protocols on pp. 22-28 of the Roadmap:

Personal Protective Equipment (p. 22)

- facial coverings should be considered for K-5 students and students with special needs in classrooms.
- facial coverings should be considered for preK students and students with special needs in hallways and common areas.

Spacing, Movement and Access (pp. 23 & 24)

- if all students cannot fit in the classroom space available, schools will consider implementing a staggered school schedule that incorporates alternative dates of attendance
 - if a staggered school schedule is adopted, schools should partner with community organizations to identify safe spaces where children can engage virtually, especially if family members work and children cannot be home alone

Athletics (p. 27)

- comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS)
- students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering
 - every participant should confirm that they are healthy and without any symptoms prior to any event
- all equipment must be disinfected before and after use
- inter-school competitions may be held provided that, facial coverings are worn if school transportation is provided
 - buses must be cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section
- spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times
 - attention must be given to entry and exit points to prevent crowding
- Each participant must use a clearly marked water bottle for individual use
 - there should be no sharing of this equipment
- handshakes, fist bumps, and other unnecessary contact must not occur



- indoor weight rooms and physical conditioning activities that require shared equipment are suspended
 - outdoor physical conditioning activities are allowed while maintaining social distancing
- large scale indoor spectator events are suspended
 - large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another

Busing and Student Transportation (p. 28)

- require the use of hand sanitizer before entering the bus
 - hand sanitizer must be supplied on the bus
- the bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus
 - Note: there may be situations where it is not safe for the bus driver to wear a facial covering
 - decisions about these situations should be made on a case-by-case basis with local public health officials
- clean and disinfect transportation vehicles before and after every transit route
 - children must not be present when a vehicle is being cleaned.
- clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes
- clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily
- create a plan for getting students home safely if they are not allowed to board the vehicle
- if a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined previously
 - if a driver becomes sick during the day, they must follow protocols for sick staff outlined previously and must not return to drive students
- weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out
- weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe

Phase 4 Mental & Social-Emotional Health

Maintaining mental and social emotional health will be vital in re-engaging students, bolstering adults, restoring relationships, and designing a basis for academic learning.

TDA will offer PD that will better prepare staff, students, and parents/guardians to acclimatize to modified educational environments and occurrences. Students and staff returning for the 2020-2021 school year will be confronted with novel and daunting routines and conditions. These challenges must be addressed first and foremost to make sure that social and emotional learning are immersed into daily school lives of each student and staff member. Emphasis will be on the following:

- building routines and sustaining strong communication
- stressing relationships, health and safety over assignment and behavioral conformity,
- supporting students and staff so they feel safe, united, and optimistic

The Academy will provide mental and social-emotional health services for its students by checking in with emotionally susceptible students in order to evaluate their level of functioning. Supporting the



social-emotional health of students will be as vital as equitable access to learning resources and learning opportunities, technology, and nutrition.

In their daily/weekly communications with students/parents/guardians, staff will be asked to monitor students and their families for any indications of mental health concerns or signs of physical distress. Should an issue present itself, the staff member will contact an administrator to further the conversation. Additionally, the social worker will help connect the family to outside agencies such as the ACC, ACCESS, etc. to help address their needs. Finally, scheduled weekly meetings will be held with the administration, social worker, psychologist and staff to identify any students and/or families who are stressed emotionally and not handling the unanticipated changes in view of the current situation, or facing additional hardships.

Whether it is through staff referral or a student voluntarily seeking support or for one who is already on their caseload, our social worker and/or psychologist will be available to provide mental and social-emotional health support via phone sessions/video sessions. The 15-25-minute sessions will provide emotional support through the delivery of coping strategies and information vis-à-vis other community resources. Additionally, mental health professionals through the ACC will be available for wraparound services.

Social-emotional learning activities are critical to students' learning and health and safety. Some of our students have outside counseling services and deep social-emotional needs recorded in their IEPs. This pandemic has aggravated some of those needs. As such, special education staff will collaborate with the social worker and/or psychologist to work on activities that support students with stress/anxiety diminution and other SEL strategies.

The Academy will continue to follow the Phase 1-3 procedures for professional development and provision of resource lists to our students, families, and staff.

The Academy will implement ALL “Strongly Recommended” Mental & Social-Emotional Health protocols on p. 29 of the Roadmap.

Phase 4 Instruction

The Dearborn Academy's plan to deliver instruction during Phase 4 of the Michigan Safe Start Plan will grant us the opportunity to reopen with instructional schedules and models that are both flexible and built around the Phase our region will be in. We acknowledge that we may start school under one model, and as new information becomes available about health and safety, we may need to shift to a different paradigm. We have designed our reopening plan to ensure that transitions between risk levels are seamless and foreseen in terms of:

- attendance
- daily schedules



- teacher and class assignments
- curricular expectations and technology integration
- assessment and grading practices

TDA's Phase 4 reopening framework also takes into account the unique needs of our most vulnerable population, including but not limited to our English Learners (ELs) and students with diverse learning needs. As such, our special populations will require specific attention to ensure the continuity of learning together with the health and safety of students and staff within the least restrictive learning environment. We remain dedicated to providing all students with the supports and resources they need to be successful during this challenging time. Family training meetings, to ensure parents/guardians are able to acquire online resources and have the information needed to successfully access work, will be conducted during the first week of school. Ongoing, two-way communication between TDA and the family is key in the Remote Learning model. Whenever needed, TDA will provide language support to help students and families access the resources being used for remote instruction.

Instruction will be remote only with no in-person teaching/learning. Student access will be either from home or supervised on-site by support staff. TDA developed two synchronous/asynchronous learning scenarios to meet the student and family needs of our community for the 2020-2021 school year: Home Supervised Remote Learning and a PK-5 School Supervised Remote Learning model with grades 6-8 being considered on a case-by-case basis. Both will include supports for ELs, students with disabilities, MTSS, and gifted students. PD for staff will be provided prior to the start and throughout the school year to support staff. Families will receive a schedule for synchronous instruction and a suggested schedule for asynchronous work, students in PK-3rd grade will require the presence of an adult to support them with the synchronous learning sessions.

Below are examples of synchronous activities:

- live ZOOM/Google Classroom meetings
- office hours
- phone calls
- in-person interactions

The following are examples of asynchronous activities:

- recorded lessons
- posted directions/learning activity (in LMS)
- email contact
- independent student engagement with learning activities

Based on the feedback received via Staff and Parent/Guardian Surveys, administration reviewed, developed, and clarified different components of the current COL Plan implemented in April. As such, considering different modes of instruction and identifying their strengths, challenges, and implications two final options evolved: Home Supervised Remote Learning and PK-5 School Supervised Remote Learning. Offering the latter option is important for families who have neither the finances nor the flexibility to keep their children at home.

With respect to both synchronous/asynchronous instruction, we will be proposing the following to families.

Option 1: Home Supervised Remote Learning	Option 2: PK-5 School Supervised Remote Learning
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<ul style="list-style-type: none"> • direct, live, daily instruction by the classroom teacher • students will engage with teachers on a virtual platform (i.e., Google Classroom, ZOOM and other virtual applications) from home • 5 days a week with a daily schedule and attendance taken • virtual Specials throughout the quarter/semester • virtual instruction via class, one on one and small group meetings • special needs students will receive instruction, modifications, accommodations, and other IEP associated services • the SE team will work with families to schedule mandatory in-person therapies (e.g., teletherapy) • 1:1 Chromebooks • differentiated instruction to meet the needs of ELs • social-emotional supports to foster student and family well-being 	<ul style="list-style-type: none"> • direct, live, daily instruction by the classroom teacher • students will engage with teachers on a virtual platform (i.e., Google Classroom, ZOOM and other virtual applications) from the school building • supervised by support staff • 5 days a week with a daily schedule mirroring Remote Learning and attendance taken • virtual Specials throughout the quarter/semester • virtual instruction via class, one on one and small group meetings • special needs students will receive instruction, modifications, accommodations, and other IEP associated services • the SE team will work with families to schedule mandatory in-person therapies (e.g., teletherapy) • 1:1 Chromebooks • differentiated instruction to meet the needs of ELs • social-emotional supports to foster student and family well-being • preventive safety measures aligned with Wayne County Health Department guidelines will be taught and practiced daily • buildings including classrooms and common areas, cleaned and sanitized frequently
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Parents/guardians will be asked to complete an application for both forms of Remote Learning. Students who are signed up for Option 2 will be expected to continue in the program for the quarter (~11-12 weeks). Requests for the PK-5 School Supervised Remote Learning model will only be made available at the end of each card marking period and pending health/safety conditions at the time. Parents/guardians must inform the School Leader, in writing, by a certain date for each grading period.

Along the same lines as the Remote Learning scenario of Phases 1-3, students will have daily synchronous/asynchronous time. Synchronous instruction will be recorded, real-time, live instruction between the teachers and students and will include specific learning assignments, small group instruction and one-on-one meetings, if needed. Asynchronous instruction will engage students in the learning materials and practice the learned skills on their own time. Students will be expected to spend a of minimum of 180 minutes daily completing synchronous and asynchronous learning activities as well as continuing the practice and usage of learned skills. Intervention and enrichment through small group instruction will also be scheduled for students to best meet their unique needs. Students may engage in assigned group activities, project-based learning activities, and small group instruction.

TDA has developed a curriculum sequence for all content areas that steers the order of instruction with a focus on Power Standards. The curriculum is aligned with a breadth of resources, including digital and access to a wide range of text. The Specials remain an essential piece of the curriculum and will be delivered remotely. Social emotional learning is a daily aspect of learning to support our students, build competencies and connections and to meet the emotional needs of our students.

For the PK-5 School Supervised Remote Learning model, strict social distancing and capacity limits (with no greater than 15 occupancy), will be followed. Taken together, it will definitely be an unprecedented start of the 2020-2021 school year.



The Academy will implement ALL “Strongly Recommended” Instruction protocols on pp. 30-32 of the Roadmap.

Phase 4 Operations

TDA will comply with the Wayne County Health Department’s health and safety guidelines and directives and state and federal health safety protocols around food service, daily cleanings and other school operations.

Using the protocols as delineated in the Roadmap, the Academy will effectively manage the following: facilities, budget, food service, enrollment and staff, technology and transportation using a multi-tiered approach that will employ the strategies listed below, to help mitigate health risks to our students, staff, and families.

- physical distancing (six feet)
- face coverings for all students, staff, visitors



- implementation of cleaning and disinfecting protocols that reflect what is currently known about COVID-19
- hygiene practices such as hand sanitizer being made available in classrooms and other high traffic areas throughout the school
- limit large gatherings for meals, provide individual servings, and sanitize group meal areas before and after eating

Facilities

Upon reopening, TDA will have Identified high touch surfaces and set a schedule for sanitization. The buildings will have been deep cleaned and disinfected and we will continue to implement recommended cleaning precautions. Besides the thorough cleaning of the school, before staff and students return, the cleaning steps delineated below will be followed to protect staff and decrease the risk of spread of infection.

Category	Area	Frequency
Workspaces	classrooms, offices	daily
Appliances	refrigerators, microwaves, coffee makers	daily
Electronic Equipment	photocopiers, shared computer keyboards	throughout the day
Generally Used Objects	door handles, sinks, restrooms	throughout the day
Buses	bus seats, handles/railing	before each route
Common Areas	cafeteria, library, offices, gym, restrooms, staff lounge, etc.	throughout the day

Budget

Reopening in the Fall will not come without compounded expenses to protect the health and safety of students and staff. Any costs not covered by the CARES Act would come from the General Fund and will include but is not limited to:

- meeting social distancing guidelines
- abiding by health and safety guidelines
- increased technology needs
- increased staffing needs

The accounting office will be required to:

- identify funding sources vis-à-vis covering costs due to COVID-19
- identify funding sources vis-à-vis learning loss due to COVID-19 and remote learning
- establish what staffing and expenditures can be allocated to alternate funding sources
- follow protocols for tracking cost and expenditures for possible reimbursements (i.e., school meals, PPE, moving to attain social distancing in classrooms, setting up alternative areas, etc.)

Food Service

All TDA students are eligible for free grab and go breakfast and lunch. Adults picking up meals for children let staff know how many children's meals they need. Children do not have to be present for parents/guardians to request food. Meals are available to be collected every Monday and Thursday between 10:00 a.m. - 12:00 p.m. (with three days' and four days' worth of grab and go meals)



respectively). Families use the dismissal loop to pick up and meals are placed in the trunk of the vehicle to abide by social distancing rules.

- Cafeteria
 - open cafeteria based on recommendations and guidance from the Wayne County Health Department
 - assign entrance and exit flow patterns
 - 6 feet distancing in lines
 - follow social distancing guidelines at tables
 - use signage to help and promote social distancing practices
 - implementation of modified schedules based upon cafeteria size, staffing, and seating capacity
- Classroom
 - students will get grab and go and eat breakfast and lunch in their classrooms
 - if possible, to we will try to accommodate lunches in the cafeteria
- Health and Hygiene Promotion
 - teach and emphasize handwashing and use of a face covering by kitchen staff
 - have ample supplies for both staff and students (i.e., soap, hand sanitizer, and tissues)
- Meal Preparation
 - ensure gloves, masks, disposable aprons, and other supplies are readily available
 - contemplate how workstations can be reorganized for proper physical distancing during meal preparation and meal service
 - remove shared tables

Enrollment and Staffing

- assess staffing needs based on the instructional model implemented and fiscal constraints
- decide what positions can be altered to meet changing/emerging COVID-19 needs

Technology

Remote learning has increased in frequency and technology, in all of its systems, and will be used to effectively meet learners' needs and prepare staff in their delivery of instruction. The use of technology could be problematic by the availability/lack of Internet resources within a community and the access learners and staff have to those resources. As such,

- TDA will continue to deploy devices and assist in securing Internet access for families
- ensure there is on-site support, in order to assist with setup and daily operations

The IT Director will also prioritize:

- working with a variety of organizations, community partners, businesses, etc., as needed, in problem-solving efforts to make sure all students and staff have dependable Internet access to complete their work remotely
- changing current tools and applications to address the needs of both remote and traditional settings

Transportation

The Dearborn Academy will suspend all busing operations while in Phase 4.

The Academy will NOT implement the following “Strongly Recommended” protocols on pp. 33-36 of the Roadmap:

Facilities



- procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low income students, and students with special needs

Budget, Food Service, Enrollment, and Staffing

- work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for

Technology

- assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet
- identify an asset tracking tool
- identify a vendor to assist with processing, returning, and maintaining devices, if needed

Transportation

- bus drivers will disinfect buses before starting a route to pick up students and between all routes that happen during the day
- maximize outside air and keep windows open as much as possible
- students and staff members must wear face coverings and use hand sanitizer before entry



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

Phase 5 Safety Protocols

In Phase 5, The Dearborn Academy will offer In-person instruction for all students, however physical distancing measures will be implemented. Remote learning exceptions and teleworking will be options for students and staff who are at a higher risk of severe illness. To an extent, mitigation strategies will impact operations and capacity limits. As such, a multi-faceted instructional approach will be planned. Physical distancing at six feet and other operational obligations that include limits on gatherings (in accordance with any prevailing Executive Order) will remain in effect. As much as possible, TDA will take guidance from the Wayne County Health Department.

Our goal is to offer the maximum amount of in-person instruction, while continuing to follow Roadmap requirements for social distancing. TDA will conform to all public health guidelines for safety while students are together in school. This continues to be a fluid situation, and we will work closely with the Wayne County Health Department, MDE and Wayne RESA to comply with to the latest updates as the school year begins.

TDA will continue to collaborate, share information, and review plans with the Wayne County Health Department to help protect the health and safety of all members of the school. Our return to school plan is devised to supplement other regional mitigation strategies, protect high risk populations, reduce disruption to teaching and learning and protect students and staff from social stigma and discrimination. The Plan includes preemptive health plans (i.e., physical distancing, hand hygiene, face protection, etc.) and encompasses approaches for before, during, and after a potential COVID-19 outbreak.

Personal Protective Equipment

Given that face coverings are Strongly Recommended, The Dearborn Academy will be requiring staff, students and visitors to wear them, unless medically exempt. Face coverings will be required on buses, in the cafeteria until students are seated, in hallways while changing classes and sometimes in classrooms during partner and collaborative work, if the teacher prefers and in classes where social distancing cannot be carried out.

Hygiene

- methodical handwashing practices
- procedures will be established throughout the day for hand hygiene, promoting handwashing
- hand sanitizer provided in at every exit/entrance, common areas, classrooms, offices, etc.

Spacing, Movement and Access

If six feet of distance is not doable (in buildings and on school buses), we will implement a combination of face coverings and a minimum of three feet distance between everyone present. We are looking at our daily school schedules and striving to reduce the number of transition periods during the instructional day and group gatherings.

Other physical distancing precautions include, but are not limited to:

- limit mixing classes/groups of students
- shut communal spaces
- restrict the size of groups participating in outdoor activities/recess to the number of people as allowed by the prevailing Executive Order, with an importance being placed on physical distancing and limiting mixing of classrooms



Screening Students, Staff, and Guests

To help avert the spread of COVID-19 and lessen the likely risk of exposure to our staff and students on school reopening, TDA will follow student and staff screening and return-to-work guidance provided by the Wayne County Health Department. The Crisis Management Team will plan for:

- responses to suspected COVID-19 cases
- ensure availability of PPE
- PD to prepare staff
- staffing supports to meet the health needs of students and staff

Before in person schooling begins, the following will need to be in place:

- hygiene protocols
- screening protocols for students, staff and/or visitors to building
- accessibility to essential staffing supports

Testing Protocols for Students and Staff and Responding to Positive Cases

TDA will employ the prevailing and transmission-based safeguards when caring for ill students and staff as per guidelines from the Wayne County Health Department.

If a staff member or student:

- seems to have symptoms upon arrival or who become sick during the day will be separated from other staff, students and visitors and will be required to leave the school grounds
- gets sick at school or is manifesting symptoms of COVID-19, they will be asked to leave and go to their health care provider
- is sent home, they will be required to stay out of school for 10 school days unless they visit their own health care provider and have a doctor's note indicating a different diagnosis

Responding to Positive Tests Among Staff and Students

If a student or staff member tests positive for COVID 19 and they have symptoms, they are required to self-quarantine for at least 14 days from the date symptoms began and 72 hours/3 days fever free without fever reducing medications and improvement of respiratory symptoms.

If student or staff members test positive but have no symptoms, they are to isolate at home for 10 days from the day the test was taken. If they develop symptoms then the 10-day isolation begins on day one of the symptoms.

- symptomatic staff and students will need to go to the Quarantine Room until they can safely leave the building
- coordination with the Wayne County Health Department about suspected and confirmed cases
 - Wayne County Health Department will help TDA administration determine a course of action which may include the dismissal of students and most staff for a short-term period

Food Service, Gatherings, and Extracurricular Activities

TDA continue to provide meal service to students to the extent possible given the in-person environment. In order to establish physical and physical distancing, and circumvent mass gatherings of students, TDA is considering serving meals in classrooms and in other alternative ways. Kitchen staff will be:



- required to wear gloves at all times and whenever cleaning or sanitizing an item or surface
- mandated to follow the health and safety standard protocols and comply with federal requirements for meals served
- required to clean and disinfect facilities aligned to the health department's guidelines

Moreover, until we expand to full operation, TDA will only permit limited, system approved, group gatherings and extracurricular activities. These events will only occur if they meet guidance outlined by the Wayne County Health Department. Given the guidance we will not host multiple grade assemblies and will look for ways to offer modified experiences for our students.

The following will be enforced:

- limited extracurricular activities
- gathering limits and other physical distancing measures will be in place in accordance with any prevailing Executive Order
 - pertains to offices, classrooms, cafeteria, events, etc.)

Athletics

Keeping safety of all participants at the forefront is vital to any decision to begin athletic programs again. Physical distancing guidelines affect practices and spectator gatherings. Therefore, consideration of the following is needed:

- limited athletics
- indoor and outdoor recreational sports may occur if six feet of physical distancing can be maintained by spectators, with the exception of contact between members of the same household
- for outdoor sports, attendees are limited to 250 persons

Cleaning

Deep cleaning and disinfecting procedures as well as working ventilation and enhanced air circulation are necessary to mitigate the spread of COVID-19. Consequently, the following will be prioritized:

- established cleaning protocols
- sufficient staffing to ensure clean spaces
- sufficient supplies
- appropriate scheduling for deep cleaning

Busing and Student Transportation

When in-person instruction and student transportation restarts, physical distancing and cleaning protocols will need to be applied to school buses. TDA will follow the Wayne County Health Department's recommended guidelines. This includes:

- physical distance should be established between students on buses, if possible
- personal safety materials for bus drivers
- frequent cleaning/disinfection
- limiting capacity as needed to increase distance between passengers
- if three to six feet of distance cannot be upheld, wearing of face coverings will be mandated
- students (i.e., siblings, cousins, etc.) living together sit together on the bus
- assign seating when feasible



- if doable, given the age of students, weather conditions, etc., consider opening windows to improve ventilation

Medically Vulnerable Students and Staff

Older staff members as well as staff and children with chronic disease or are immunocompromised are at high risk for contacting illness or complications associated with COVID-19. These students and staff should check with their healthcare provider before returning to work or school

Moreover, in order to prepare for in person learning, TDA will identify those who may be at risk for needing mental health supports and services. These include, but are not limited to:

- students and staff with existing mental health concerns
- students experiencing significant changes (i.e., homelessness, foster care, etc.)
- students in violent homes or experiencing trauma
- students and staff who have experienced loss

The Academy will implement ALL “Strongly Recommended” Safety protocols on pp. 38-44 of the Roadmap



Phase 5 Mental & Social-Emotional Health

The Dearborn Academy is committed to providing a well-rounded and appropriate education for all its students. To address student individual needs, staff will continue the protocols, as established in Phase 4, to enhance social-emotional support and collaborate with families to develop plans that provide services in the traditional setting.

Emphasis will be placed on securing data and feedback with respect to the social-emotional needs of students, parents, and staff as they return to in-person instruction. The data and feedback will be examined via an equity lens to ascertain what student groups may need greater supports in order to meet high standards.

Attention will also be given to the impact that COVID-19 has had on the emotional well-being of staff, students, and their families. We will provide training to staff to increase awareness of the impact of COVID-19. Moreover, access to the school psychologist, social worker and other supports will be readily available and communicated to students and their parents/guardians. The environment for learning will not only address students' and staff's basic physical safety needs, but also the social-emotional and environmental factors that can influence educators' ability to teach and students' ability to learn.

Phase 5 Instruction

The Dearborn Academy classes will revert to in-person instruction with the proper safety measures in place. Curriculum pacing guides have been developed for each grade level/content area and have been enriched to include the MAS that were missed last school year as a result of the school closure. TDA must continue to meet its obligations to Special Populations to the greatest extent possible. Specific strategies and considerations must be essential points of return to school discussions. In order to address their specific needs, staff will work collaboratively on an individualized basis with families to provide support and services in the traditional setting.

In-person instruction is strongly encouraged in Phase 5; however, it is important to note that this does not suggest a return to pre COVID-19 operations. Appropriate social distancing, face coverings, enhanced sanitation measures, and other accommodations will be required to make certain the safety of students, staff, and their families is prioritized. This will also be a good opportunity for educators to embed activities that will help familiarize students with the technology devices, programs and applications they will be required to use during Remote Learning.

It is critical that communication with students and families becomes even more regular and routine as the switch back to in-person instruction occurs. This will entail new health and safety protocols and new schedules. Consequently, we must “over-communicate” with parents/guardians about what the return to school will look like, how they can emphasize/help clarify safety protocols at home. Finally, all communication will be translated into their native languages (i.e., Arabic and Spanish).

Students will start the school year with academic knowledge that differs significantly between and amongst students, more so than in preceding school years. Therefore, intentional and targeted interventions and differentiated instruction will be required to help individual students attain their learning goals. Educators will evaluate individual student learning and gaps by assessing and working closely with teachers at earlier and succeeding grade levels to establish the MAS that may need review. The information acquired through these activities will allow teachers to plan supports to meet students' individual needs (e.g., tutoring, afterschool programs, intervention, technology, etc.).



We will need to plan and implement regimented and efficient tools to identify learning gaps that surfaced and intensified during the school closure in Spring 2020, address those learning gaps through adjustments to curricula and pacing, and ready staff and students for different models of instructional delivery.

Needless to say, it is critical that our curricula and pacing guides be revised to address missing content.

PD days in August will be used to:

- organize evidence-based instructional methods and materials
- prepare to address students' social-emotional and mental health needs
- train on new health and safety protocols
- identifying the successes and barriers for students, staff, and families during Remote Learning, including improvements to launch a Remote Learning model or in laying the groundwork for sporadic/rolling school closures
- reviewing student progress during Remote Learning, recognizing gaps, and planning for the continuation of learning shift to our new normal for the 2020- 2021 school year

MTSS presents a research-based structure to employ required intervention and referral services because its framework includes screening and progress monitoring, formative assessments to show where students are in relation to essential skills, and how they are responding to instruction and a range of interventions. In essence, it is a valuable tool to identify individual students who need extra support. Given the COVID-19 slide, we will need to increase the range of academic and social-emotional supports and interventions available within the school.

Phase 5 Operations

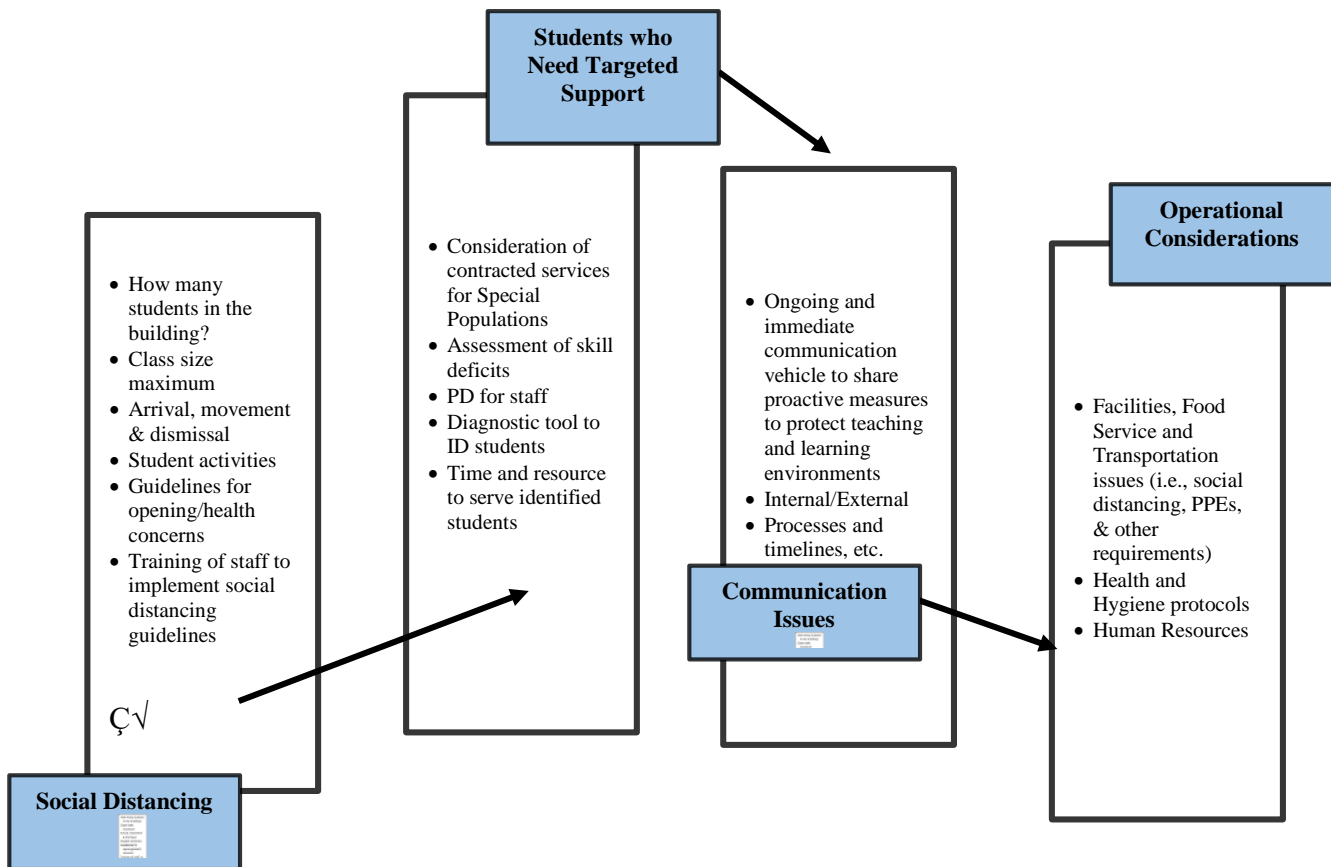
The Dearborn Academy appreciates the need to be flexible and respond to the educational setting that takes full advantage of traditional instruction and acts in accordance with local health orders. Facilities, budget, food service, enrollment and staff, technology, transportation and related operational functions support both students and staff.

Beginning the school year with social distancing will impact all of our normal school routines. Consequently, the school leaders and staff will need time to train, test and fine-tune protocols to keep the learning milieus productive and safe. Therefore, training and planning will be prioritized for the use of the school campus.

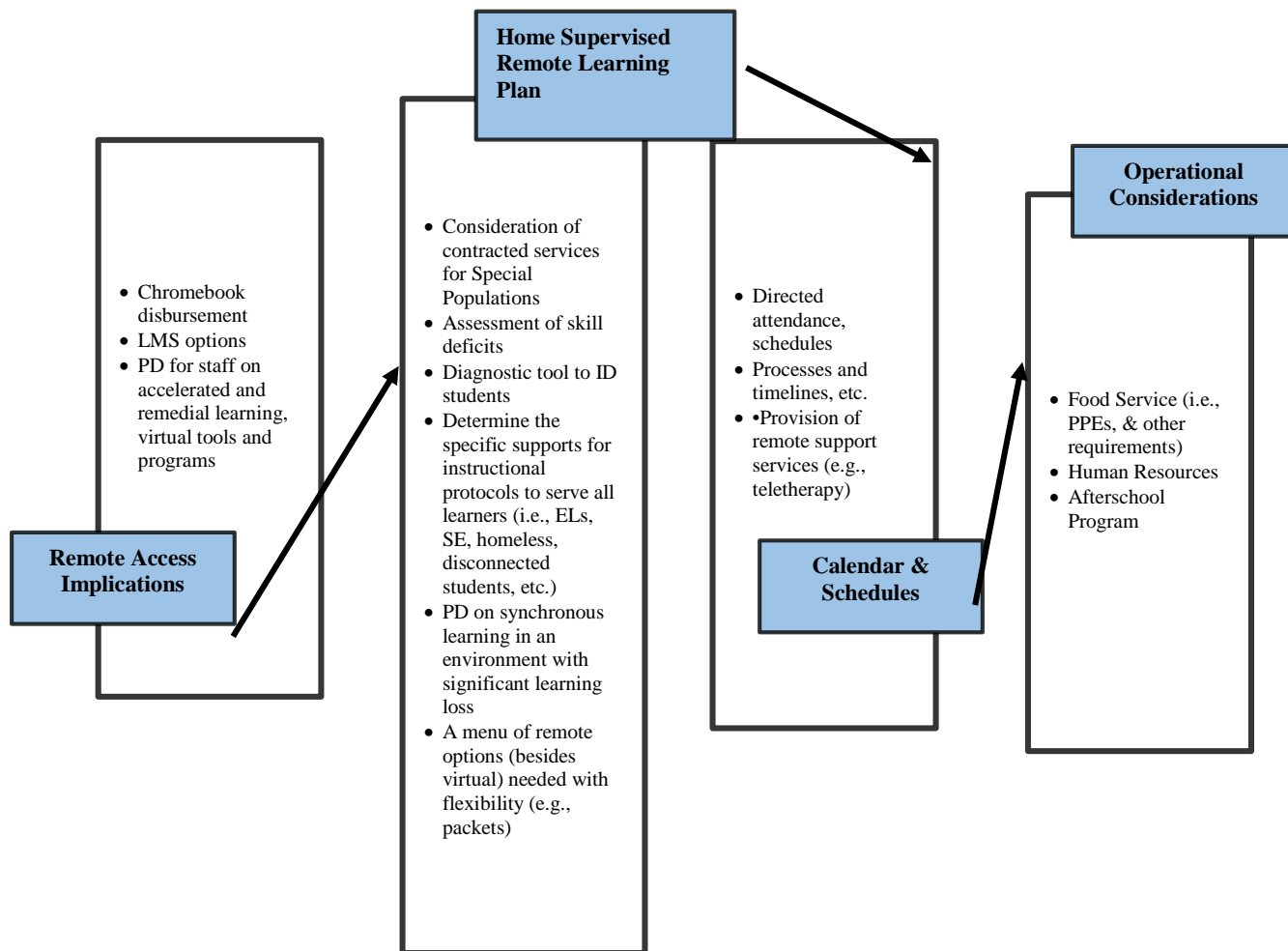
For in-person learning all students will receive instruction at the school every day and IEPs, ELPs and 504 plans will be met. Social distancing will be practiced where possible. Bussers will be required to wear face coverings and will have assigned seating. Heightened sanitizing practices and routines will be executed. Accommodations will be made for students use remote learning platforms such as, Zoom, Google Classroom, and other related tools. Students will have recorded lessons available with the probability of some live instruction.

The infographics below addresses the question of the differences between the Academy's plans during Phases 4 and 5. It was adapted from Virginia's Department of Education's Recover, Redesign, Restart 2020 plan.

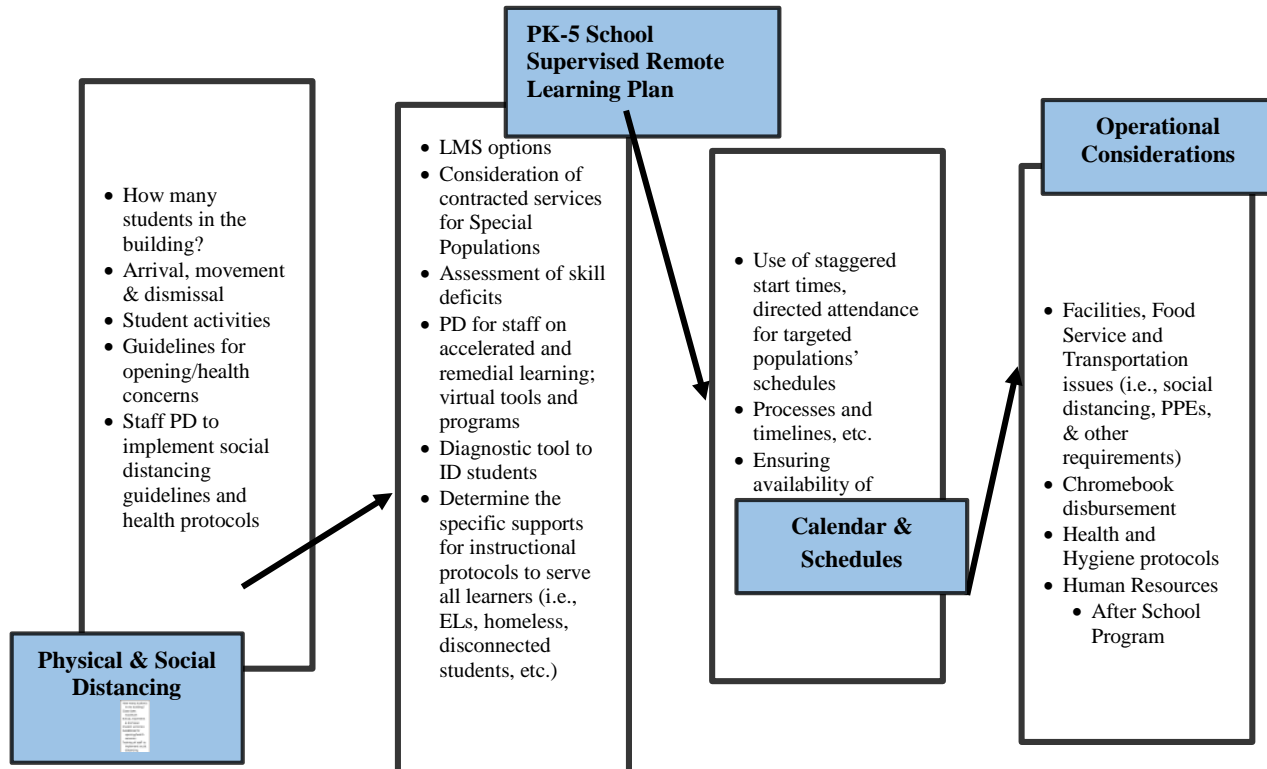
Phase 5: In-Person Instruction



Phase 4: Home Supervised Remote Learning



Phase 4: PK-5 School Supervised Remote Learning



Under both Phase 4 models, staff and students will use Google Classroom, Google Meet, or ZOOM, as interactive platforms and Learning Management Systems (LMS) that will assist in student and staff interaction, and will provide a means for students to share assignments and for staff to provide feedback.

Van Atten-Densmore, Amy Sue

From: COVID-19 Preparedness and Response Plan <MDE-GEMS@michigan.gov>
Sent: Tuesday, August 11, 2020 11:44 AM
To: Van Atten-Densmore, Amy Sue
Subject: [External] COVID-19 Preparedness and Response Plan Submission Complete



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

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