



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

Address of School District: 15740 Racho Road, Taylor, MI 48180

District Code Number: 82973

Building Code Number(s): 09094

District Contact Person: Steve Paddock

District Contact Person Email Address: [spaddock@therominegroup.com](mailto:spaddock@therominegroup.com)

Local Public Health Department:  
Wayne County Health Department  
33030 Van Born Rd  
Wayne, MI 48184

Local Public Health Department Contact Person Email Address:  
Sergio Dinaro, MBA  
[sdinaro@waynecounty.com](mailto:sdinaro@waynecounty.com)

Name of Intermediate School District: Trillium Academy

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors: July 29, 2020



August 11, 2020 [via email]

Mr. Steve Paddock  
Trillium Academy  
15740 Racho Road  
Taylor, MI 48180

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

Dear Mr. Paddock:

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

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

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

Sincerely,

A handwritten signature in black ink that reads "Corey Northrop". The signature is written in a cursive style with a large, stylized "C" and "N".

Corey Northrop  
Executive Director

cc: Heather Gardner, Board President

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**

Trillium Academy (the “Academy”)

A regular meeting of the Academy Board of Directors was held on the 29th day of July, 2020, at 8:00 a.m.

The meeting was called to order at 8:02 a.m. by Board Member    H. Gardner   :

Present:    H. Gardner, G. Handel, R. Bovitz, L. Green, and S. Wisinski   

Absent: \_\_\_\_\_

The following preamble and resolution were offered by Board Member S. Wisinski and supported by Board Member    G. Handel   :

**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: 5

Nays: 0

Resolution declared adopted.

*LISA M. GREEN*

Printed Name

  
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.

Heather Gardner  
President of the Board of Directors

Board Adopted:      07/29/2020

## **Introduction and Overview**

Trillium Academy is a public school academy located within Wayne county in the city of Taylor, MI. Trillium Academy comprises one building, serving 620 students in grades K-12. Our mission statement; “Cultivating college and career focused learners by embracing academic excellence, strong character values, disciplined artistry, and individual student passions” is the foundation of our culture and community. In order to keep our mission at the forefront of every decision, we have identified six pillars that guide the academy's direction.

### **Community Engagement:**

Our staff knows our students and their parents. As a school, we are at our strongest when we all work together to provide the students with an exceptional education. We understand the incredible resources available to us throughout the metro Detroit region and expose our students to a variety of experiences. We encourage parents to get involved, not just with their own child, but with the school as a whole. We reach out into the community, asking for support, attendance, and increased engagement with our school and our students.

### **College Focused Academics:**

College bound is not just a nice saying, it is a careful plan that we set into motion for all our students. From the early years, we teach our students that hard work and persistence will carry them into a vibrant future. Compared to neighboring schools, more of our students go to college and stay in college. We employ a full time Alumni Success Coach who is responsible for preparing students for college and supporting them after they leave our school. As of the writing of this plan, 90% of Trillium students graduate in four years; 69% go to college immediately following graduation; and 75% return for at least a second year of college.

### **Strong Character Values:**

Trillium is not just a school, it's a way of life. We strive as a school community to teach strategies of success to all who cross our path, include positive habits of character. Everyone needs help sometimes from a smile to a hug to a shirt to food and a home. We teach and understand that caring and giving to others is reciprocal. It gives us hope that people care enough to help when you need it and you are not alone. We believe that one person can make a difference and that no gesture of kindness and generosity is too small. We utilize Positive Behavior Support at Trillium. This means that we seek to maintain a preventative and positive environment in the school. This develops students who are respectful, responsible, and resourceful citizens.

### **Arts and Student Passions:**

Our K-12 students enjoy a full array of courses in Fine and Performing Arts, from drama to music, to visual arts and orchestra. We celebrate creativity, offering our students a full array of fine and performing arts classes. Painting, orchestra, play productions, show choir, and more. Our students are empowered to express themselves. When students are encouraged to develop their passions, it fuels all areas of learning.

### Team Excellence:

We believe that high quality teachers are one of the best gifts we can give our students. Trillium is dedicated to recruiting and retaining a staff of educators who are committed to growth and excellence in their field. The staff is empowered to provide the education they think is in the best interest of their students, uses unique techniques and methods that have shown to provide results.

### Sustainability:

As a charter school, it is imperative that finances and resources are balanced and sustainable. The board of directors understands the importance of their role and are passionate advocates for the school as a whole and the students individually. While being sustainable is not a unique characteristic, the way in which Trillium's board, staff, and students engage is.

Trillium Academy's Preparedness and Response Plan was developed by the leadership team in conjunction with stakeholder feedback. Over the course of multiple meetings and collaboration efforts, Trillium Academy was able to lay the groundwork for a reopening plan that is tailored to unique needs of our school community. As we developed our plan, we relied heavily on the Michigan Safe Schools Roadmap, to make decisions that put our students, staff, and families in the best possible position to succeed during the Covid-19 international pandemic.

We are very proud of the commitment and effort that went into the creation of this plan. Our guiding principles were to maintain student and staff safety and also offer different learning environments that all our families can feel safe and secure knowing their students are learning and that they are safe.

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

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

### **Personal Protective Equipment and Hygiene**

Trillium Academy is closed for in-person instruction.

### **Spacing and Movement**

Trillium Academy is closed for in-person instruction.

School buildings may continue to be used by licensed child care providers, if providers follow all emergency protocols identified by the state.

School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, as determined by school administrators.

### **Screening Students**

Trillium Academy is closed for in-person instruction.

### **Responding to Positive Tests Among Staff and Students**

Trillium Academy is closed for in-person instruction.

### **Food Service, Gathering and Extracurricular Activities**

Schools enact food distribution programs. During Phase 1, 2, and 3 when the school is closed, we will continue food distribution to our students. Food will be available at set times and days where families can pick up their meals. Distribution schedule will start daily and tailor the days and times depending on the amount of meals that are picked up each day. Distribution is done in the back driveway where families can drive up and meals are delivered to their vehicle. This reduces interaction between employee and family members.

All inter-school activities are discontinued.

After-school activities are suspended.

### **Athletics**

All athletics are suspended.

### **Cleaning**



Trillium Academy is closed for in-person instruction, and cleaning practices are adjusted to maintain school building functional order.

## **Busing and Student Transportation**

All busing operations are suspended.

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

At Trillium Academy, we believe mental and social-emotional health is a critical and foundational piece to the success of this coming year. Although we understand the “requirements” stated in the roadmap are minimally stated, we wholeheartedly believe this work and intentional planning will make or break every other part of the living-work plan.

We will establish a [Wellness and Response Team](#). The Team will develop an established purpose, process, action plan and outcomes.

## **Screening and Referral Process To Identify and Support The School Community**

Trillium Academy will establish a comprehensive crisis management plan that leverages available internal and external/community-based resources, which can be activated efficiently as needed for situations such as the loss of a student or staff member.

Once established, our Crisis Management Plan will be communicated to all stakeholders and placed on our district website.

Our district will implement a mental health screening for all students. The screening tool we use will be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) will provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.

We will use a [Screening and Referral Process Action Plan](#) to create a format to organize the work around our screening and referral process.

Trillium Academy will communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams. In order to ensure that staff can identify at-risk students in a timely manner, Trillium Academy will pursue a partnership with our local behavioral health system to provide a professional development session for [staff on the indicators of students at-risk for mental health issues](#).

Protocols for the identification of at-risk students will be developed and shared with all staff. All staff will understand the protocol for referring students for additional support.

- Student level protocol
- District level protocol
- Community-level protocol

Trillium Academy will activate a communication channel for school stakeholders to address mental health concerns resulting from COVID-19. The district will have an email address that families can use to alert staff to mental health concerns of any student within the academy.

- We will partner with our local mental health agency to promote and monitor the use of their COVID-19 emergency telephone line. They will alert a representative from the academy when they receive information regarding a student.

## **Resources To Support The School Community**

Trillium Academy will compile and regularly update comprehensive lists of wellness resources available to our school community that can be provided in conjunction with screening activities, and that reference school and community wellness resources. These will be placed on our website and intranet so that everyone has quick and easy access to them.

We will provide regular communication to our school community and parents, *via* a variety of channels: district website, social media channels, and our district newsletter. It is important that we provide information about the return to school transition that destigmatizes COVID-19; understanding normal behavioral response to crises; general best practices of talking through trauma with children; and positive self-care strategies that promote health and wellness.

We will maintain a wellness resource page on our website. Our school social worker will create and cultivate content in collaboration with community agencies to ensure the list is comprehensive.

Trillium Academy will continually provide and promote staff self-care and resiliency strategies through email, periodic training, and resource lists.

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

## **Governance**

### ***Strongly Recommended from the Michigan Return to School Roadmap***

1. Create a district Return to Instruction and Learning work group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:
  - a. Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
  - b. Revise the district's remote learning plan to incorporate the feedback received, and input from stakeholders, to improve its effectiveness.
  - c. Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

District and Building Implementation Plan:

Our district's Teaching and Learning Team will be led by our District's Curriculum Director. Stakeholders possibly included will include:

- superintendent

- building principals
- counselor/ social worker
- pK-12 teacher representatives from different grade levels
- support staff representatives (food service, transportation, administrative assistants, teaching assistants)
- Board of Education representative
- parent representative
- student representative (6-12)
- local community representative

Our group will meet virtually via Zoom, weekly, each Wednesday morning, from 9:00-11:00. Subgroups may be formed to address specific areas of the plan and will meet as determined through our process.

Our district will ask stakeholders to provide feedback regarding their experience with online learning through an online survey, as well as an open town hall meeting held via Zoom. An invite for this meeting will be sent to district staff and parents, and will be publicly posted. The survey will be open for a two week period.

Survey resources:

- [Student Survey](#)
- [Staff Survey](#)
- [Family Survey](#) or build from a [repository of questions](#) from Wayne RESA

After the results from the survey and town hall are available, our District Work Group will analyze these results to help inform the development of the plan, paying special attention to equity and access by actively recruiting input from underrepresented groups.

The final Preparedness Plan will be posted on the district's website, and related sections will be included as a supplement to the student and staff handbooks. In the Welcome Back Meeting for staff in August, our district administration will cover the supplemental information in detail and answer questions related to the plan to ensure clarity of expectations and execution. Building administration and teachers will engage students in a full review of the supplemental information related to the Preparedness Plan to ensure students are well versed in the event we return to remote in any form or fashion.

## Remote Instruction

***Strongly Recommended from the Michigan Return to School Roadmap***

1. Ensure that remote learning plans, revised based on feedback and input from school leaders, educators, families, and students, are distributed to all involved stakeholders in their home language. Create opportunities for ongoing feedback.
2. Activate remote learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.

3. Support schools to assess every student in grades preK-12 during the first few weeks of school, using a screener, diagnostic, or formative assessments that can be given online or conductive virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families.
4. Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
  - a. Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
  - b. Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
5. Secure supports for students who are transitioning to postsecondary.
6. Conduct checkpoints with school leaders around curriculum and instruction and ongoing monitoring of student progress, specifically honing in on the progress of students in need of additional support.
7. Remain connected with MDE about policies and guidance.
8. Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

### **District and Building Implementation Plan:**

The district plan will be provided to all stakeholders in their home language. The district plans to use a hybrid model of instruction using online learning platforms as the primary mode of instruction (i.e. Google Classroom and Seesaw). For those students that do not have a device, the district will provide devices. Students without devices or internet access will have access to instructional materials through a weekly instructional packet. Instructional materials (i.e. paper, pencils, etc) will be made available to families that do not have them. All students will have access to grade-level/course textbooks/resources as needed to complete their work. The district will do everything it can to meet student/family needs and allow for full participation.

### **Standards-Aligned Curriculum and High Quality Instructional Materials:**

Our current curricular resources are accessible digitally for staff. Additional digital resources are being utilized to enhance student engagement and the formative assessment process. Our teachers have a strong command of curricular resources and have received professional development on the district-adopted curriculum as part of the normal process of doing business. Focus and professional learning has shifted to following standards-aligned resources, with a special emphasis on prioritized standards to accelerate learning based on pre-assessment of student skills and knowledge. We are using Google Classroom and Seesaw as our Learning Management System (LMS) for all students in grades pK-12.

### **Resources that support planning around prioritized curriculum:**

- [Oakland Schools Curriculum, Instruction and Assessment Toolkits For COVID-19 Reopening](#) (ELA, Math, Science, Social Studies, World Language, Fine Arts, and Health)
  - [Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math](#)
- [High-quality digital resources from MDE](#)
- [Achieve the Core ELA/Literacy and Math Priority Instructional Content Shared 7-14-2020 by MDE](#)
- [Michigan Assessment Consortium Reporting/Grading Guidance](#)
- [HighScope Key Developmental Indicators](#)
- [Early Childhood Standards of Quality](#)

### **High Quality Instructional Methods and Intervention Programs:**

Deep learning and student engagement are top priorities for our instructional vision - whether our learning environment is face-to-face, hybrid, or remote. Our mission statement - *ensuring learning for all* - supports a strong differentiation practice in our classrooms. Our Professional Learning Community (PLC) structure provides opportunities for teachers to examine student work and make meaningful instructional decisions in a collaborative, systemic way.

We will continue to use the Tier 2 and 3 intervention programs we have in place for literacy and math in grades PreK-12. We recognize that additional support may be necessary for students as we determine their needs in the first weeks of school. Our PLCs will keep a close eye on student needs and communicate needed intervention support to their building principals.

### **Assessment Methods:**

Our district assessment plan provides PreK-12 teachers and students the ability to identify gaps in student learning and target individual student needs on an ongoing basis. Our emphasis on formative assessment fuels our PLC structure with many examples of student work to consider as teachers work together to plan next steps in instruction.

### **Resources to support meaningful assessment practices:**

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

### **Special Education:**

Before school starts, students' IEPs, IFSPs, and 504 plans will be revised in coordination with general and special education teachers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

The Roadmap highlights:

- Commencing intervention and support services remotely. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
- Establishing structures for general and special education teachers to collaborate on

delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.

- Developing a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

### **Postsecondary Transitions:**

In close collaboration with our high school principals, counselors, college advisors and local college access network members, we will be working diligently to secure support for students who are transitioning to postsecondary. These supports will encompass:

- Determining what resources should be shared with Class of '21 and Class of '22 students and families.
- Planning for fall administration of SAT and ensuring that high school staff are communicating regularly with seniors.
- Providing resources, information, and training to parents and students. This will include a wide continuum of topics such as FAFSA completion, college application preparation, stackable certifications, etc.
- Utilizing counselors and/or college advisors to provide continued support to Tuition Incentive Program (TIP) eligible students. Monitor the number of TIP eligible students who are enrolling in college.
- Coordinating efforts with our local college access network, counselors, and college advisors.
- Monitoring the impact and perhaps unintended consequences created by moving to Credit/No Credit for spring 2020. We will ensure all transcripts note the COVID19 closure and any resulting changes in grading.
- Creating measures/processes to identify students who may need additional support.
- Hosting a College and Career Fair that is tentatively scheduled for face-to-face for Spring 2021. Based on the current conditions in the Spring, we may have to move this to a virtual format.

### **Resources that support postsecondary transitions:**

- [College and Career Readiness COVID-19 ISD College Access Network](#)

### **Checkpoints to Ensuring Learning:**

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

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

At these meetings, student work will be reviewed to plan next steps in the learning for each student. Overall data trends will be identified so that systemic supports and interventions can be planned. Specific assessments used will depend on the grade level and course.

Every two weeks, a school administrator will meet with PLCs to review pacing and monitoring

of student progress. Following these meetings, the administrator will communicate any resource requests needed to support interventions to the central office. These meetings will take place whether we are remote, hybrid, or face-to-face.

**Resources that support ensuring learning:**

- [Best Practices for Remote Teaching](#)
- [Collaborative Inquiry Toolkit](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit For COVID-19 Reopening](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math](#)
- [Student Intervention Toolkit](#)
- [Assessment Guidance Planning Document](#)
- [Sample Intervention Inventory](#)
- [Strategies that Support Learning Table](#)
- The New Teacher Project (TNTP) published [The Learning Acceleration Guide](#)

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

Guidance to Address Forgone Learning for Students with IEPs as a Result of the COVID-19 Pandemic - [https://www.michigan.gov/documents/mde/RecoveryServices\\_695362\\_7.pdf](https://www.michigan.gov/documents/mde/RecoveryServices_695362_7.pdf)

## Communication and Family Supports

***Strongly Recommended from the Michigan Return to School Roadmap***

1. Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:
  - a. Expectations around the duration of the closure and reopening;;
  - b. Decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time, and estimated workload. This should be done in collaboration with local bargaining units;
  - c. Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child; and
  - d. Training on accessing and using the school's digital systems and tools, and workshops for families to build digital literacy.

**District and Building Implementation Plan:**

Communication: Based on feedback during the Spring of 2020, multiple modes of communication (both one-way and two-way) were taken into consideration. Teachers/Staff will be expected to make weekly contact with students and have two-way communication. This may be done through the use of technology (i.e. virtual meeting, email, Dojo, Remind) or through weekly phone calls. For students with technology access teachers will also communicate multiple times each week through the instructional platform (i.e. Google Classroom or SeeSaw),

with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will provide instructional packets that focus on essential content, building relationships, and maintaining connections. We will encourage relationships between students through technology (virtual meetings, email), by phone or text, or by having students write letters to classmates. As we move forward we will implement the following communication protocols:

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

### **Family Partnerships:**

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

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

The plan will be communicated through our School Messenger communication platform, according to the preferences our parents/guardians have chosen in that system. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family in the family's home language.

## **Professional Learning**

*Strongly Recommended from the Michigan Return to School Roadmap*



1. Continue to provide professional learning and training through virtual modes for educators to:
  - a. Offer restorative supports for teachers and learning around the equity and implicit bias, social-emotional learning, and culturally responsive education;
  - b. Share knowledge, continuously learn, and exchange ideas, successes and failures around remote learning;
  - c. Share information and data about students' assessment results, progress, and completed assignments;
  - d. Learn how to use the school's digital systems and tools appropriately and sustainably; and
  - e. Build capacity around high-quality remote learning
2. Utilize structures, such as professional learning communities, for educators to collaborate on prototypes for a week's worth of instruction to establish consistency and an appropriate workload.

### **District and Building and Implementation Plan:**

Our Professional Learning Work Plan is centered on our mission statement as well as the strategic plan that we developed during the 2018-19 school year. Our professional learning priorities remain:

- **Well-Being**
- **Deep Learning and Student Engagement**
- **Small Data and Responsive Teaching**

### **Professional Learning Structures:**

#### **Professional Learning Communities (PLCs):**

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

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

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

- Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed.
- Identifying students who did not engage in remote learning and develop a plan to provide additional supports, if needed. (Will need to work with teachers from 2019-20 to share data and concerns about each student's growth and needs.)
- Identifying students who potentially need support – and plan supports for them.
- Monitoring student work and progress throughout the year, and planning next steps in the learning for students.

### **Resources that support this work:**

- [Collaborative Inquiry Toolkit](#)
- [Formative Assessment Tips for Remote Learning webinars](#)
- [Grading for Learning: Guidelines for Creating Student Success](#)
- [MSU Reframing Assessments as Tools for Student Support](#)

**Time:**

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

- Week of August 24 – 28, 2020
- 1x/week will be used for PLC meetings
- School staff meetings - every other week on Wednesday

**Professional Learning Topics:**

- **Well-Being:** Social-emotional learning, trauma-informed best practices, identification of students at risk and proper referral protocols, self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma
- **Equity:** Restorative supports for educators and learning around equity, implicit bias, and culturally responsive education
- **Remote/Hybrid Teaching and Learning:**
  - Use and effectiveness of digital tools and resources that support remote learning
  - Design and development of blended and remote learning experiences that are equitable and engaging - and are aligned to our deep learning strategic plan priority

**Resources that Support Professional Learning in these Topics:**

**Well-Being Resources**

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

**Equity Resources**

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

**Remote Learning Resources**

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

- [Learning at a Distance Matrix](#)
- [Flipped Learning Conference](#)

#### **Other Resources**

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

## Monitoring

### ***Strongly Recommended from the Michigan Return to School Roadmap***

1. Activate plans to monitor and assess the following:
  - a. Connectivity and Access: ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
  - b. Attendance: Develop systems to monitor and track students' online attendance on a daily basis
  - c. Student work:
    - i. Teachers will assess the quality of student work and provide feedback to students and families.
    - ii. Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

For students with technology access, content will be delivered through the online platform, (Schoology, Google Classroom, Remind, etc.). Teachers will be accessible for synchronous instruction (virtual meetings/office hours) at least twice per week and asynchronous instruction through pre-made videos/lessons multiple times per week. Teachers will provide feedback to students on assignments through the instructional platform as they are completed. Teachers will differentiate instruction within the platform to meet each student's needs. Teachers will monitor student access and assignment completion on a regular basis within the instructional platform (i.e. Google Classroom or Seesaw). Teachers will keep a log of communication with students and families.

For students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. The instructional packets will be provided during meal distribution. Packets will be mailed or delivered to the student if they do not participate in meal distribution. Teachers will review the instructional packet and provide feedback to the student during their weekly communication (phone call, virtual meeting, or email). Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. Teachers will keep a log of communication with students and families.

The district plans to use a hybrid model of instruction using online learning platforms as the primary mode of instruction (i.e. Google Classroom and Seesaw). For those students that do not have a device, the district will provide devices. Students without devices or internet access will

have access to instructional materials through a weekly instructional packet. Instructional materials (paper, pencils, etc.) will be made available to families that do not have them. All students will have access to grade-level/course textbooks/resources as needed to complete their work. The district will do everything it can to meet student/family needs and allow for full participation.

Teachers/Staff will be expected to make weekly contact with students and have two-way communication. This may be done through the use of technology (i.e. virtual meeting, email, Dojo, Remind) or through weekly phone calls. For students with technology access teachers will also communicate multiple times each week through the instructional platform (i.e. Google Classroom or SeeSaw), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will provide instructional packets that focus on essential content, building relationships, and maintaining connections. We will encourage relationships between students through technology (virtual meetings, email), by phone or text, or by having students write letters to classmates.

For students with technology access, content will be delivered through the online platform, (Schoology, Google Classroom, Remind, etc.). Teachers will be accessible for synchronous instruction (virtual meetings/office hours) at least twice per week and asynchronous instruction through pre-made videos/lessons multiple times per week. Teachers will provide feedback to students on assignments through the instructional platform as they are completed. Teachers will differentiate instruction within the platform to meet each student's needs. Teachers will monitor student access and assignment completion on a regular basis within the instructional platform (i.e. Google Classroom or Seesaw). Teachers will keep a log of communication with students and families.

For students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. The instructional packets will be provided during meal distribution. Packets will be mailed or delivered to the student if they do not participate in meal distribution. Teachers will review the instructional packet and provide feedback to the student during their weekly communication (phone call, virtual meeting, or email). Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. Teachers will keep a log of communication with students and families.

For our students in dual enrollment courses we will be working with the provider to determine next steps. We will ensure that the students have the appropriate materials and support to complete these courses.

The plan will be communicated through our School Messenger communication platform, according to the preferences our parents/guardians have chosen in that system. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (31N Coordinator, DHHS, ISD supports etc.)

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

### **Facilities**

In order to make sure that the Academy is ready to receive students once face to face instruction begins, the Academy will continue to exist in good working order and will be cleaned and sanitised throughout the summer. The Academy will continue to audit the necessary materials and supply chain for cleaning and disinfection of supplies. The school will also execute school cleaning and disinfecting protocols according to the CDC School Decision Tree. Custodial staff will wear surgical masks when performing cleaning duties.

The Academy will accept guidance from the ISD about the creation of the contingency plans to coordinate the use of the school building for actions such as elections, food distribution, and child care, particularly for essential workers. The Academy will also receive guidance from the LEMP for support with procurement of cleaning supplies and will also advocate for ISDs to coordinate with LEMPs.

### TECHNOLOGY

#### **District and Building and Implementation Plan:**

In order to make effective, data informed decisions about implementing and supporting Remote Learning, our families will be surveyed about the numbers, types, and condition of devices available in their home. We will also collect data about the availability and capacity of Internet connectivity in each house. [Survey Questions](#).

We conducted an initial survey in Spring, 2020 to collect baseline data. A Survey Monkey survey link will be sent to the primary Parent/Guardian email, or through Class Dojo for each student in our Student Information System (SIS) in July, 2020. We will also send an automated phone call through School Messenger asking parents to complete the survey once for their household or to call their school office if they are unable to complete the online survey. Responses will be noted in our SIS, and families that have not responded by August 1, 2020 will be called directly to complete the questions verbally.

Results from the survey will be compiled and shared at the district and building level. This data will be utilized to help inform the building's decision-making.

Each Principal has been directed to appoint someone from their building to serve on the District Technology Team (e.g., Assistant Principal or Lead Teacher). This person serves as the point of contact for bi-directional communication between the District Team and each school related to the development and implementation of the District's Technology Plan to support students/families and staff within the Preparedness Plan.

- **High School Contact:** Jamey Buckner, [jbuckner@trilliumacademy.us](mailto:jbuckner@trilliumacademy.us)
- **Middle School Contact:** RJ Suemnick, [rsuemnick@trilliumacademy.us](mailto:rsuemnick@trilliumacademy.us)
- **Upper Elementary School Contact:** Melissa Leslie, [mleslie@trilliumacademy.us](mailto:mleslie@trilliumacademy.us)
- **Lower Elementary School Contact:** Mike McSweeney, [mmcsweeney@trilliumacademy.us](mailto:mmcsweeney@trilliumacademy.us)

The district supports the use of technology for teaching and learning, particularly Remote Learning, as outlined in this Preparedness Plan. This plan has been developed collaboratively with representatives from all schools and departments with input from teachers, principals, parents, students, and district Technology Department personnel, along with support from our management company, ISD and authorizer. This plan describes the district's process for selecting, implementing, and supporting new hardware, software, and apps for teaching and learning, as well as ongoing procedures for cleaning, repairing, and maintaining devices, particularly throughout transitions between in-person and remote learning.

In an effort to protect student on-line safety and privacy, the district has developed a technology policy that requires teachers to utilize only approved websites and applications with students. Recognizing the need for flexibility, we have built in an application process for staff to receive approval for new websites or applications.

Support requests related to devices or technology use should be submitted through the district's help desk system [email [techsupport@trilliumacademy.us](mailto:techsupport@trilliumacademy.us) or call (734) 374-8222].

To ensure the most efficient and rapid response to support requests, all staff and parents are encouraged to submit all requests for support through the appropriate Help Desk Process:

- Staff: [email [techsupport@trilliumacademy.us](mailto:techsupport@trilliumacademy.us) or call (734) 374-8222]
- Families: [email [techsupport@trilliumacademy.us](mailto:techsupport@trilliumacademy.us) or call (734) 374-8222]

When Help Desk tickets are received, the District Technology Department staff members generally work collaboratively on all technology related issues. For the purpose of specialization, and to streamline communications and response times, the following staff are identified as the primary contact for the following technology solutions:

- Person A: Student Information System, Google Accounts, Network Accounts, Learning Management System (LMS) Accounts
- Person B: Network Monitoring and Maintenance (Wired, Internal Wireless, External Wireless, and Cellular), Phone System, Printers and Copiers
- Person C: Device setup, troubleshooting, repair, App and Software Installation

Additionally, from time to time the district may utilize outside resources from the ISD or other approved vendors for specialized or time critical tasks for which the expertise or staff availability don't exist within the district team.

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

- Email Help Desk System at [techsupport@trilliumacademy.us](mailto:techsupport@trilliumacademy.us)
- Leave a voicemail at (734)374-8222 (voicemail will be sent to the appropriate employee and a help desk ticket will be submitted)
- If a teacher gets a request or hears of a need when communicating with students/families, they will forward those concerns on behalf of the family using these procedures

We have developed district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures include:

*Safely bagging devices collected at schools;  
[Sanitizing the devices](#) prior to a repair or replacement evaluation;  
Ordering accessories that may be needed over the summer; and*

*Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.*

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

Replacement or upgraded devices that have been ordered may not arrive before the start of the school year. When they arrive, the new devices will be traded for these current devices according to the district's replacement and upgrade schedule, and the older devices will be disinfected, reset, and maintained as an inventory to be used as loaners when repairs are required on assigned machines.

Upon receipt, district purchased devices are logged in our central inventory by Model, Serial Number. Assignment/Location is tracked through the district's Mobile Device Management Systems appropriate to the device (ie. Chromebooks through Google Admin). When a device is removed from service, that is logged on the inventory with the date and reason.

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

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

As necessary, temporary guest or public access SSIDs will be hidden or disabled.

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

- Email Help Desk System at [techsupport@trilliumacademy.us](mailto:techsupport@trilliumacademy.us)
- Leave a voicemail at (734)374-8222 (voicemail will be sent to the appropriate employee and a help desk ticket will be submitted)
- If a teacher gets a request or hears of a need when communicating with students/families, they will forward those concerns on behalf of the family using these procedures

### ***If Schools are Instructed to Close for In-Person Instruction***

Students who require a device for use at home have had one assigned to them through the district's Mobile Device Management System. The device has been located in the student's school if it is a shared device, or assigned to the student specifically.

When school is instructed to close and it is known before dismissal, each student will be sent home with their assigned device. When that isn't possible, or the school is instructed to close when students are not on-site, the school will communicate a schedule for parents to collect their students' devices in a drive-thru pickup process on the first available school day after closure.

We will communicate consistent procedures for return and inventory of school-owned devices as part of a return to school technology plan. The procedures will include:

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

When devices are to be returned, schools will be provided a supply of 2-gallon (17"x13") resealable bags for each student. Each bag will have the student's name marked on it (printed on labels from Student Information System), and the family will be instructed to place the device(s) inside the bag before collection. Devices will remain bagged for 14 days (or as long as possible) before opening, cleaning, and disinfection.

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

Replacement or upgraded devices that have been ordered may not arrive before the start of the school year. When they arrive, the new devices will be traded for these current devices according to the district's replacement and upgrade schedule, and the older devices will be disinfected, reset, and maintained as an inventory to be used as loaners when repairs are required on assigned machines.

Access points in all buildings will be repositioned to provide connectivity from the parking lots. Temporary signs will be installed in parking lots to indicate public WIFI access locations and encourage safe access (social distancing, stay in vehicle, etc.)

Access points covering parking areas at community partner locations (township halls, government buildings, etc) listed below will be activated and tested for connectivity. District signs will be installed as allowed by community partners similar to signs at schools.

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

The Academy will provide instructional resources and materials to staff and students. The Academy will also work with MDE to understand flexibility with hiring in a remote environment.

The Academy will ensure a plan to provide meals to students, solidify a food service process, device distribution, delivery sites, and communicate plans to families when necessary. Trillium Academy will also define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.



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

## Phase 4 Safety Protocols

### Personal Protective Equipment

#### ***Requirements from the Michigan Return to School Roadmap***

1. Facial coverings must always be worn by **staff** except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.
  - a. PreK-5 and special education teachers should consider wearing clear masks.
  - b. Homemade facial coverings must be washed daily.
  - c. Disposable facial coverings must be disposed of at the end of each day.
2. Facial coverings must be worn by preK-12 students, staff, and bus drivers during school **transportation**. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
3. Facial coverings must always be worn in **hallways** and common areas by **preK-12 students** in the building except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
  - a. Homemade facial coverings must be washed daily.
  - b. Disposable facing coverings must be disposed of at the end of each day.
  - c. Note: Staff serving students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.
4. Facial coverings must be worn in classrooms by all **students grades 6-12**. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.
5. All **students in grades K-5** must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

#### ***Strongly Recommended from the Michigan Return to School Roadmap***

6. Facial coverings should be considered for K-5 students and students with special needs in classrooms.
7. Facial coverings should be considered for preK students and students with special needs in hallways and common areas.
8. Facial coverings are not recommended for use in classrooms by children ages 3 and 4.
9. Facial coverings should never be used on children under age 2.

## **District and Building Implementation Plan:**

- The expectations for the wearing of face coverings and how to obtain clean face coverings will be included in all district to parent communications, all handbooks, all student orientations, and all staff orientations. (Aug. 1 - Aug. 30)
- Students and parents will be required to watch a safety video on the wearing of and expectations for maintenance of face coverings. Students and parents will sign-off on their awareness of these policies before the students are permitted to enter the classroom on the first day of school. (Aug. 1 - Aug. 30)
- Building, grounds, and transportation signage will be prominent throughout all school facilities and clearly identify who is required to wear face coverings in each designated area of the building, grounds, or bus. (Completed by Aug. 15)
- One fabric face coverings will be ordered and provided to every student and staff member.
- Fabric and clear face coverings will be provided to preK-5 teachers with the requirement to wear the clear mask during instruction. Any other teacher at any grade level may also request a clear face covering if they so choose. (Delivery taken by Aug. 15)
- Individuals (staff or students) who claim medical exemption will need to meet with the district Health Safety Team/Principal/School Nurse to provide rationale and documentation. (Begins Aug. 15 and continues throughout the school year)
- Exempted individuals will be recorded in a master database and issued a sticker to display on their student or staff ID indicating this exemption.
- PreK-5 students will not be required to wear a face covering once they are situated in the classroom unless the classroom activity places them in close proximity (2 feet or less) to other students.
- Students who are capable of wearing a face covering and refuse to do so in an area where a face covering is required will be issued a face covering by a school official (teacher, paraprofessional, administrator, school safety staff, playground aid, etc.) and asked to put the face covering on. The instance will be documented as a log entry in PowerSchool.
- Staff who are capable of wearing a face covering and refuse to do so will be addressed by the school administrator and could face progressive disciplinary measures up to and including termination.
- Guests to the school building (presenters, substitute teachers, etc.) will be issued a disposable face covering upon signing in at the main office and will be instructed to wear the face covering at all times. Instances of non-compliance will result in the guest being escorted from the building by the school safety officer or building administrator.
- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.

## Hygiene

### ***Requirements from the Michigan Return to School Roadmap***

1. Adequate supplies of soap, hand sanitizer with at least 60% alcohol, paper towels, tissues, and signs reinforcing proper handwashing techniques will be provided to support healthy hygiene behaviors
2. Staff will teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

### ***Strongly Recommended from the Michigan Return to School Roadmap***

3. Staff and students will cough and sneeze into their elbows or cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
4. Soap and hand sanitizers will be systematically and frequently checked and refilled.
5. Students and teachers will have scheduled handwashing with soap and water every 2-3 hours.
6. Students and staff will limit sharing of personal items and supplies such as writing utensils.
7. Students' personal items will be kept separate and in individually labeled cubbies, containers, or lockers.
8. Staff will limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
9. Portable handwashing and/or hand sanitizing stations will be procured and set up throughout school buildings where needed.

### **District and Building Implementation Plan:**

- Every classroom will be supplied with a fixed or portable handwashing station.
- Supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) will be checked daily and restocked in the classroom.
- Teachers will contact the office immediately if supplies run low during the school day.
- Each classroom will have a hygiene protocol with timelines that are posted and communicated via newsletters, web pages, bulletin boards, and the like. It will include
  - Hand-washing schedule
  - Room and materials cleaning schedule
- Teacher or school nurse will teach students the following on the first day of school and reinforce weekly or more often as needed (this may be done via video)
  - Proper handwashing on the first day of school and reinforce weekly or more often if needed
  - How to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash
- Proper mitigation strategies including hand washing and sneezing will be communicated to families via newsletters, web pages, bulletin boards, and the like. Parents and caregivers will be asked to review and reinforce with their students.
- Custodial staff will
  - Procure adequate soap, hand sanitizer, paper towels, tissues by August 1, November 20, February 20, and May 20
  - Post signage related to cleaning and hygiene strategies in each room, restroom, throughout the hallways by August 20
  - Monitor hygiene supplies and refill as needed three times daily
  - Procure hand sanitizing stations as deemed necessary during walk-through with building leader by August 1
- Sharing school supplies will be limited, and each student will have their own supply box for materials.
- A list of these supplies will be generated as appropriate for each grade level and or specific middle school or high school course.

## Spacing, Movement and Access

### ***Strongly Recommended from the Michigan Return to School Roadmap***

1. Desks will be spaced six feet apart in classrooms to the extent possible. Class sizes should be kept to the level afforded by necessary spacing requirements.
2. In classrooms where large tables are utilized, students will be spaced as far apart as feasible.
3. As feasible, all desks will be arranged facing the same direction toward the front of the classroom.
4. Teachers should maintain six feet of spacing between themselves and students as much as possible.
5. Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
6. Signage will be posted to indicate proper social distancing.
7. Floor tape or other markers should be used at six foot intervals where line formation is anticipated.
8. Social distancing floor/seating markings will be placed in waiting and reception areas.
9. Signs will be placed on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
10. Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.

### **District And Building Implementation Plan:**

- Building/facility leaders and custodial staff will walk through each building by July 1 to assess the number of desks, tables, the capacity to physical distance with existing student enrollment and furniture.
- Building/facility leaders will determine what furniture or supplies can be removed from the building or what alternate furniture can be used to create greater physical distance. The current physical distance between students and staff in district buildings ranges from 3 to 5.5 feet after those accommodations. Large tables rather than individual desks are used in grades 4 and 5.
- Hallways, cafeteria, entry, and sidewalks will be marked in 6-foot increments by August 20.
- Signage will be posted throughout the building and on restroom doors reminding students, staff, and guests of the physical distance requirement.
- Restroom sinks will be disabled and marked out of order if they are closer than 3 feet.
- Visitors to the building will check in through the office. (Plexiglass barriers will be installed at the check-in kiosk.). All visitors are screened with our symptom screener and temperature taken. If the visitor has a fever over 100.4 they may not enter the building. Hand sanitizer is required to be used before entering and will be supplies with a hand sanitizing station.
- Driver's License/State ID scanners will be purchased and installed to track all adult visitors entering the building. Only essential visitors (ISD Consultants, State Agency Workers, College Representatives, etc.) will be permitted limited access to interact with students, and only after reviewing and signing off on all safety expectations. Visitors will be required to sign out through the office to document time, purpose, and locations

visited in the building.

### **Recommended**

- If a classroom has windows that can open, they should be open as much as possible, weather permitting. Considerations should be made for students with allergy-induced asthma.
- As able and appropriate, schools should try to cohort groups of students to isolated hallways or areas that can be monitored.
- As able, “specials” (like art, music, and library) should be brought to the classrooms instead of having students move to different locations. Whichever option practices the best social distancing.
- If all students cannot fit in the classroom space available, a school may consider implementing a staggered school schedule that incorporates alternative dates of attendance or use of virtual teaching. 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.
- Efforts should be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals should be used if feasible to minimize the number of persons in the hallways as able.
- Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
- Where possible, physical education should be held outside and social distancing of six feet should be practiced.
- Boarding schools should seek guidance from MDHHS regarding spacing, movement, and facility access.
- Flow of foot traffic should be directed in only one direction, if possible. If one-way flow is not possible, hallways should be divided with either side following the same direction.
  
- Entrances and exits should be kept separate to keep traffic moving in a single direction.

## Screening Students and Staff

### **Requirements from the Michigan Return to School Roadmap**

1. Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff. (TBD by Local or State Health Department)

### **Strongly Recommended from the Michigan Return to School Roadmap**

2. Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.
3. Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
4. Symptomatic students sent home from school should be kept home until they have

tested negative or have completely recovered according to CDC guidelines.

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

## Recommended <sup>[L]</sup><sub>[SEP]</sub>

1. A monitoring form (paper or electronic) for screening employees will be developed. <sup>[L]</sup><sub>[SEP]</sub>

2. Families are encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present. <sup>[L]</sup><sub>[SEP]</sub>

3. Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider. <sup>[L]</sup><sub>[SEP]</sub>

### District and Building Implementation Plan:

- A copy of the District's screening and exposure plan will be submitted to the County Health Department. This plan will be reviewed monthly with the District Pandemic Response Team and the Health Department along with any referrals from the prior month.
- Each school building will identify a remote and secluded room, no smaller than 100 square feet to serve as an isolation area. This room will be outfitted with appropriate PPE including gowns, face shields, N95 Masks, gloves, sanitizing wipes, portable two-way radios, an internet-connected computer, log sheets, and video surveillance.
- Each building will have an identified and trained staff person to serve as the "quarantine officer". These duties will take precedence over any other responsibilities and therefore this individual must have the flexibility to leave their regular assignment at a moment's notice.
- From the time of identification of potential infection, the student will not be left unattended by the quarantine officer and a log sheet of activity will be maintained at 5-minute intervals until the student or staff member is safely removed from the building.
- Parent communication will be made immediately with clear and concise directions on where and how to pick up the student and where to report for testing.
- A designated person (office staff) will contact the student/family each day after removal until test results are provided and verified before the student can return to school.
- During the time of quarantine, the student will be asked to self identify the location and individuals they came into contact with for the past 48 hours to the best of their recollection. Priority will be placed on those individuals that they were in contact with for a sustained 15 minutes or more.
- The health department will be contacted after parents have been contacted to assist in

- contact tracing and notification of vulnerable individuals.
- All school staff will be required to conduct a health safety self assessment at home prior to coming to work and verifying through a Google form that they are safe to work. This will include taking their temperature and reporting this daily on the Google form.
- Staff who are unable to work due to displaying COVID-19 symptoms will be required to report this to the school through the Google form. The school health official or Human Resources will monitor this form daily and follow up with any symptomatic person to direct where, when, and how to get tested and report those results back to the school as soon as available.
- Positive tests for staff members will result in a required quarantine away from school for 14 days. Days of quarantine for COVID-19 positive results will NOT count against employee sick time allocations.

#### Recommended

- A monitoring form (paper or electronic) for screening employees will be developed
- Families are encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.
- Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the students home from school and to follow up with primary care provider.

## Testing Protocols for Students and Staff and Responding to Positive Cases

### ***Requirements from the Michigan Return to School Roadmap***

1. Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff. (TBD by Local or State Health Department)

### ***Strongly Recommended from the Michigan Return to School Roadmap***

2. Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.
3. Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing.
4. Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
5. Families should be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.
6. In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes less than

six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.

#### **District and Building Implementation Plan:**

#### **District and Building Implementation Plan:**

- Trillium Academy will work closely with our Health Department to implement screenings for our staff and students.
- Students who become ill will be issued a mask and their emergency contact will transport them to off-site testing.
- Staff who become ill will be issued a mask and their emergency contact will transport them to off-site testing.
- Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
- Trillium Academy will notify the classroom of a clinically diagnosed case of COVID-19 and encourage observation for symptoms at home.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. Only those that develop symptoms require testing for COVID-19.

#### **Recommended**

- Parents and guardians are encouraged to check students' temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing.
- Parents and guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.

## **Responding to Positive Tests Among Staff and Students**

#### ***Requirements from the Michigan Return to School Roadmap***

1. All schools must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.

#### ***Strongly Recommended from the Michigan Return to School Roadmap***

2. Notify Public Health - Muskegon County, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
3. Public Health - Muskegon County will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet



apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure.

- a. Public Health - Muskegon County, depending on the situation, may identify other contacts who require quarantine. Schools can help the Public Health - Muskegon County by collecting data and contact information of those exposed.
  - b. Staff will adhere to confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).
4. Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Public Health - Muskegon County will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
  5. Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.
  6. If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

#### **District and Building Implementation Plan:**

#### **District and Building Implementation Plan:**

- Trillium Academy will cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.
- Notify Public Health - Wayne County, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- Public Health - Wayne County will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure.
  - Public Health -Wayne County, depending on the situation, may identify other contacts who require quarantine. Schools can help the Public Health - Wayne County by collecting data and contact information of those exposed.
  - Staff will adhere to confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).
- Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Public Health - Wayne County will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
- Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.

If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

# Food Service

## ***Requirements from the Michigan Return to School Roadmap***

1. Indoor assemblies that bring together students from more than one classroom will be prohibited.

## ***Strongly Recommend from the Michigan Return to School Roadmap***

2. Classrooms and outdoor areas should be used for students to eat meals at school, if distancing guidelines cannot be met.
3. If cafeterias must be used, meals times should be staggered to create seating arrangements with six feet of distance between students.
  - a. Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
  - b. Students, teachers, and food service staff should wash hands before and after every meal.
4. If possible, school-supplied meals should be delivered to classrooms with disposable utensils.

## **District and Building Implementation Plan:**

- All elementary students will be served lunch in their rooms. Food Service staff will drop off bag/box lunches and disposable utensils, on a cart to the classroom 15 minutes prior to the designated lunch period.
- Elementary lunch workers will support the classrooms through the meal time supervising students.
- At the middle school level, to start the year, a designated area will be blocked off to allow for eating outside. Trash cans will be placed around the area to support disposal.
- Additional lunch monitors will be hired to supervise the outside area during the lunch period.
- All students will wear masks into the cafe and can remove them when eating. They will put them back on when eating is completed.
- At the middle school level, the cafeteria will be opened to students. In order to address social distancing, areas will be marked with an X to keep students six feet apart when they are sitting.
- At the middle school level, excess tables will be removed to maintain compliance with six feet guidelines. We will also use the gym for additional space.
- Middle school students will enter the lunch service line at a staggered schedule. We will have an A, B, and C lunch schedule. Students will also be released from class in a staggered fashion, by even and odd classrooms to avoid long lines.
- High School students will be dismissed at noon when grab-and-go lunches will be available for them on their way out of the building. Cafeteria space will be set up for students who are remaining in the building for Tier 3 interventions in the afternoon.
- Markings will be put on the floor to designate six foot distancing as students wait in line in the cafe and at the office and counselor office.
- All cafeteria workers will wear masks, face shields and gloves when handling food items. Students, teachers and food service staff will wash their hands before and after all food service according to CDC guidance. Visual guidance will be posted in the kitchen and by every sink to encourage the correct procedure for hand washing.

## Gatherings and Extracurricular Activities

### ***Requirements from the Michigan Return to School Roadmap***

1. Indoor assemblies that bring together students from more than one classroom will be prohibited.

### ***Strongly Recommend from the Michigan Return to School Roadmap***

2. Students, teachers, and staff should wash hands before and after every event.
3. Large scale assemblies of more than 50 students are suspended.
4. Off-site field trips that require bus transportation to an indoor location are suspended.
5. Recess should be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students should wear facial coverings.
6. If possible, schools should offer telecasting of assemblies and other school-sanctioned events.
7. Extracurricular activities may continue with the use of facial coverings.

### **District and Building Implementation Plan:**

- At this time no indoor assemblies will be held at the elementary and secondary buildings. All essential presentations will be done by remote monitors in the classrooms or by staff entering the room to share the needed information.
- At the elementary buildings a schedule will be put together that allows three classrooms on a playground for recess at a time. Teachers will be asked to move around the playground separating students congregating in groups of more than 10. Face masks will be worn at all times on the playground unless the individual is medically unable. Students will use hand sanitizer before entering the building.
- Elementary - Due to social distancing on the playground a rotating lunch recess schedule will occur for the week.
- All field trips are suspended, this will be reviewed as we move to Phase 5.
- All extracurricular activities will require face covering. School dances and events over 50 students will be temporarily discontinued and will be evaluated as we move to the next phase.  
All social distancing requirements will be in place, so events will be outside or in large ventilated areas.

## Athletics

### ***Requirements from the Michigan Return to School Roadmap***

1. The district plan will Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
2. 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.
3. All equipment must be disinfected before and after use.
4. 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.

5. 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.
6. Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
7. Handshakes, fist bumps, and other unnecessary contact must not occur.
8. Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
9. 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.

### **District and Building Implementation Plan:**

#### **District and Building Implementation Plan:**

- Trillium Academy will 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.
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- 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.

## Cleaning

### ***Requirements from the Michigan Return to School Roadmap***

1. Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
2. Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.

3. Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
4. Playground structures must continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.
5. Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
6. Staff must wear gloves, surgical masks, and face shield when performing all cleaning activities.

#### **District and Building Implementation Plan:**

- District Level Administrators and Building Operations will meet to review all guidance related to cleaning and disinfecting of buildings and to review the Building Operations sections of the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap.
- An inventory related to all cleaning supplies that are in compliance with EPA-approved COVID-19 materials will be taken and orders made to address increased cleaning protocols.
- Cleaning stations will be identified around the building that hold materials for use in different wings (e.g., curriculum closet in third grade hallway, gym storage room, custodial closet in 5th grade hallway).
- All classrooms will be provided spray bottles with EPA-approved disinfectant or diluted bleach solution, paper towels, face shield and gloves in order to address new cleaning protocols. Staff must wear gloves, a mask and face shield when cleaning, and students will not be allowed access to the cleaning solutions.
- Each building custodial team and administrator will tour their building and identify areas of frequent use throughout the building. A map will be created and kept secure in the head custodian room and office to ensure compliance when custodial substitutes are in the building.
- Custodial staff will walk the building wiping all high frequency usage areas at 7:00 a.m., 10:00 a.m., 1:00 p.m., 4:00 p.m., and following any evening activities in the building. Staff will note the time and date and initials on a chart that is kept daily.
- Classroom teachers will wipe down the students' desks every time students exit the room at the elementary level or after every period at the secondary level with EPA-approved disinfectant or diluted bleach solution, including libraries, computer labs, art rooms and other hands on classrooms. Locked storage units with ventilation for cleaning materials will be available for all staff as needed. All classrooms will have the appropriate EPA-approved disinfectant or diluted bleach solution in their rooms.
- Playground equipment will be cleaned twice a week.
- A training on cleaning materials and protocols will be provided to the staff through a virtual meeting the first week of school. This training will show the use of PPE when cleaning, protocols for the classroom and storage of cleaning materials.

## **Busing and Student Transportation**

### ***Requirements from the Michigan Return to School Roadmap***

1. Drivers will require the use of hand sanitizers before entering the bus. Hand sanitizer will be supplied on the bus.

2. The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus.
  - a. 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.
3. Transportation vehicles will be cleaned and disinfected before and after every transit route. Children must not be present when a vehicle is being cleaned.
4. Frequently touched surfaces in the vehicle will be cleaned and disinfected (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.
5. Equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools will be cleaned, sanitized, and disinfected daily.
6. Create a plan for getting students home safely if they are not allowed to board the vehicle.
7. If a student becomes sick during the day, they will not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
8. Weather permitting, doors and windows will be kept open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
9. Weather permitting, keeping windows open while the vehicle is in motion will be considered to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

**District and Building Implementation Plan:**

- Contact will be made with all transportation companies that support the district to ensure they have received a copy of the criteria in the MI Safe Schools: Michigan's 2020 Return to School RoadMap.
- A meeting will be held with district and contracted transportation departments to review the criteria required for Phase 4 and discuss concerns or issues arising.
- Contracting companies will sign an assurance statement, verifying that they can and will comply with the items required.
- Contracts will be altered as needed to address required cleaning, sanitizing and professional development to maintain the fleet.
- Assurance statements will be developed to ensure the appropriate use of face covering for all students and drivers, use of hand sanitizers and cleaning protocols.
- The transportation department will assess the number of buses that will be on the road.
- Busses will be fitted with mounts for hand sanitizer at the entrance to each bus.
- Transportation contractors will ensure cleaning supplies in compliance with the CDC are utilized to clean busses between routes, including areas of frequent areas of contact.
- High traffic areas will be wiped down once an hour.
- Cloth face masks will be placed at the entrance of the bus each evening after laundering.
- Develop and communicate a policy to families related to the mandatory face covering on the bus for all staff and students, if medically feasible, unless "It is determined on a case by case basis that it is not safe for the bus driver to wear a facial covering."

- Bus drivers will be informed about our sticker system on ID badges for students who are medically unable to wear a face mask. All students will show their ID as they enter the bus.
- Training will be offered to all bus drivers that includes:
  - Appropriate use of face covering
  - Policies regarding face covering
  - Policies regarding hand sanitizing
  - Policies and methods for cleaning and disinfecting
- Bus drivers, weather permitting (no precipitation, temperature above 55 degrees F), will keep windows open on the bus both en route and when stopped.
- On buses with specialized transportation and equipment needs, bus aides or drivers will wipe down the equipment before using the bus. This will be noted in the cleaning log.

## Medically Vulnerable Students and Staff

### ***Strongly Recommended from the Michigan Return to School Roadmap***

1. Staff should 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.
2. 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.

### **Recommended**

1. Pertaining to medically vulnerable students, revise the school's remote learning plan to incorporate feedback and input from teachers, families, students, and school leaders and improve its effectiveness. Share it with all involved stakeholders.
2. Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) should have N95 masks.
3. Enable staff who are high-risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible. Meaningfully engage and consult with local bargaining units.

### **District and Building Implementation Plan:**

- Identify all health care plans, IEPs, IFSPs, and 504 plans
- Knowledgeable staff (e.g., nurse, special education teachers, 504 coordinator) will review plans to identify those that require additional accommodations related to COVID-19. Consult [CDC guidelines](#). For example, there are exemptions to wearing face

- coverings for students with certain conditions. Update plans as needed.
- Parents will be surveyed with a CDC-aligned instrument to determine whether their student is at high risk and requires additional accommodations that might not be evident from reading the student's specialized plans; revise those plans based on parent feedback. (Complete by August 15th.)
  - Any staff member identifying as medically vulnerable will be required to schedule a meeting with the Human Resource office, no later than August 7th, to discuss options for reasonable accommodation and consideration for the ability to "teach from home" by supporting students who have elected for 100% remote learning.

### **Phase 4 Mental & Social-Emotional Health**

At Trillium Academy, we believe mental and social-emotional health is a critical and foundational piece to the success of this coming year. Although we understand the "requirements" stated in the roadmap are minimally stated, we wholeheartedly believe this work and intentional planning will make or break every other part of the living-work plan.

We will establish a [Wellness and Response Team](#). The Team will develop an established purpose, process, action plan and outcomes.

### **Screening and Referral Process To Identify and Support The School Community**

Trillium Academy will establish a comprehensive crisis management plan that leverages available internal and external/community-based resources, which can be activated efficiently as needed for situations such as the loss of a student or staff member.

Once established, our Crisis Management Plan will be communicated to all stakeholders and placed on our district website.

Our district will implement a mental health screening for all students. The screening tool we use will be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) will provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.

We will use a [Screening and Referral Process Action Plan](#) to create a format to organize the work around our screening and referral process.

We will identify a point person to centralize mental health referrals, communications to families/students, and public-facing wellness materials.

Trillium Academy will communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams. In order to ensure that staff can identify at-risk students in a timely manner, Trillium Academy will pursue a partnership with our local behavioral health system to provide a professional development session for [staff on the indicators of students at-risk for mental health issues](#).



Protocols for the identification of at-risk students will be developed and shared with all staff. All staff will understand the protocol for referring students for additional support.

- Student level protocol
- District level protocol
- Community-level protocol

Trillium Academy has a reporting protocol for school staff to evaluate physical and mental health status.

- In order to ensure that staff are safe both physically and mentally, they will be screened. A Google Form will be used to log answers for staff physical health each week before coming to work. Mental health screenings will take place weekly through a survey included in a staff email.
- Students will have daily health screenings when arriving at school. Teachers will use a [system for daily monitoring](#) of student mental health. Teachers will be trained on the student health screening protocols.

Trillium Academy will activate a communication channel for school stakeholders to address mental health concerns resulting from COVID-19. The district will have an email address that families can use to alert staff to mental health concerns of any student within the academy.

- We will partner with our local mental health agency to promote and monitor the use of their COVID-19 emergency telephone line. They will alert a representative from the academy when they receive information regarding a student.

## **Resources To Support The School Community**

Trillium Academy will compile and regularly update comprehensive lists of wellness resources available to our school community that can be provided in conjunction with screening activities, and that reference school and community wellness resources. These will be placed on our website and intranet so that everyone has quick and easy access to them.

We will provide regular communication to our school community and parents, *via* a variety of channels: district website, social media channels, and our district newsletter. It is important that we provide information about the return to school transition that destigmatizes COVID-19; understanding normal behavioral response to crises; general best practices of talking through trauma with children; and positive self-care strategies that promote health and wellness.

We will maintain a wellness resource page on our website. Our school social worker will create and cultivate content in collaboration with community agencies to ensure the list is comprehensive.

Trillium Academy will continually provide and promote staff self-care and resiliency strategies through email, periodic training, and resource lists.

## **Phase 4 Instruction**

### **Phase 4 - Instruction**

# Governance

Strongly Recommended from the Michigan Return to School Roadmap

1. Create a district Return to Instruction and Learning work group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:
  - a. Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
  - b. Revise the district's remote learning plan to incorporate the feedback received, and input from stakeholders, to improve its effectiveness.
  - c. Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

District and Building Implementation Plan:

Our district's Teaching and Learning Team will be led by our District's Curriculum Director.

Stakeholders possibly included will include:

- superintendent
- building principals
- counselor/ social worker
- pK-12 teacher representatives from different grade levels
- support staff representatives (food service, transportation, administrative assistants, teaching assistants)
- Board of Education representative
- parent representative
- student representative (6-12)
- local community representative

Our group will meet virtually via Zoom, weekly, each Wednesday morning, from 9:00-11:00. Subgroups may be formed to address specific areas of the plan and will meet as determined through our process.

Our district will ask stakeholders to provide feedback regarding their experience with online learning through an online survey, as well as an open town hall meeting held via Zoom. An invite for this meeting will be sent to district staff and parents, and will be publicly posted. The survey will be open for a two week period.

Survey resources:

- Student Survey
- Staff Survey
- Family Survey or build from a repository of questions from Wayne RESA

After the results from the survey and town hall are available, our District Work Group will analyze these results to help inform the development of the plan, paying special attention to equity and access by actively recruiting input from underrepresented groups.

The final Preparedness Plan will be posted on the district's website, and related sections will be included as a supplement to the student and staff handbooks. In the Welcome Back Meeting for staff in August, our district administration will cover the supplemental information in detail and answer questions related to the plan to ensure clarity of expectations and execution. Building administration and teachers will engage students in a full review of the supplemental information related to the Preparedness Plan to ensure students are well versed in the event we return to remote in any form or fashion.

## Instruction - In-Person or Hybrid (Before School Reopens)

Strongly Recommended from the Michigan Return to School Roadmap

1. Activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.
2. Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:
  - a. Best practices for blended or remote learning;
  - b. Grade-level proficiencies;
  - c. Modes of student assessment and feedback;
  - d. Differentiated support for students;
  - e. The inclusion of social-emotional learning; and
  - f. Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.
3. Set an instructional vision that ensures that:
  - a. Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
  - b. Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
  - c. Every students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
4. Secure supports for students who are transitioning to postsecondary.
5. Support schools to implement grade-level curricula that are aligned to Michigan preK-12 standards.
  - a. Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
6. Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.

- a. Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
  - b. Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
2. Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
  3. Remain connected with MDE about policies and guidance.
  4. Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

### **District and Building Implementation Plan:**

#### Instruction - Before School Starts

##### Vision:

Our Instructional Work Plan is centered on our mission statement as well as the strategic plan that we developed during the 2018-19 school year. Our priorities remain:

- **Well-Being:** As a system, we will continue to prioritize strategies that provide a sense of safety for all stakeholders, promote trusting relationships, help to build social-emotional skills with students, and offer individualized support for students with intensive needs.
- **Deep Learning and Student Engagement:** Finding ways to empower students to connect learning to their world through innovative instructional design and assessment is a priority. Teachers are focused on learning about the six Cs (creativity, critical thinking, citizenship, character, communication, and collaboration) and finding ways to embed them in student learning experiences by focusing on learning partnerships, the learning environment, pedagogical practices, and leveraging digital.
- **Small Data and Responsive Teaching:** The use of formative assessment and formative assessment data (teacher observation, teacher reflection, student reflection, student self-assessment, etc..) to inform instruction is also a priority. Teachers spend considerable time grappling with where students are in their learning and figuring out the next steps for each student.

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

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

- Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
- Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.

- Every students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.

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

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

These expectations will be supported by a robust professional learning plan (described later in this document).

During Phase 4, all Pre-K-12 students will attend school every day for face-to-face instruction with virtual learning being an option for all students.

### **Standards-Aligned Curriculum and High Quality Instructional Materials:**

Our current curricular resources are accessible digitally for staff. Additional digital resources are being utilized to enhance student engagement and the formative assessment process. Our teachers have a strong command of curricular resources and have received professional development on the district-adopted curriculum as part of the normal process of doing business. Focus and professional learning has shifted to following standards-aligned resources, with a special emphasis on prioritized standards to accelerate learning based on pre-assessment of student skills and knowledge. We are using Google Classroom and Seesaw as our Learning Management System (LMS) for all students in grades pK-12.

### **Resources that support planning around prioritized curriculum:**

- [Oakland Schools Curriculum, Instruction and Assessment Toolkits For COVID-19 Reopening](#) (ELA, Math, Science, Social Studies, World Language, Fine Arts, and Health)
  - [Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math](#)
- [High-quality digital resources from MDE](#)
- [Achieve the Core ELA/Literacy and Math Priority Instructional Content Shared 7-14-2020 by MDE](#)
- [Michigan Assessment Consortium Reporting/Grading Guidance](#)
- [HighScope Key Developmental Indicators](#)
- [Early Childhood Standards of Quality](#)

### **High Quality Instructional Methods and Intervention Programs:**

Deep learning and student engagement are top priorities for our instructional vision - whether our learning environment is face-to-face, hybrid, or remote. Our mission statement - *ensuring learning for all* - supports a strong differentiation practice in our classrooms. Our Professional Learning Community (PLC) structure provides opportunities for teachers to examine student work and make meaningful instructional decisions in a collaborative, systemic way.

We will continue to use the Tier 2 and 3 intervention programs we have in place for literacy and math in grades PreK-12. We recognize that additional support may be necessary for students as we determine their needs in the first weeks of school. Our PLCs will keep a close eye on student needs and communicate needed intervention support to their building principals.

#### **Resources that support instruction and intervention planning:**

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

#### **Meaningful Assessment Methods:**

Our district assessment plan provides PreK-12 teachers and students the ability to identify gaps in student learning and target individual student needs on an ongoing basis. Our emphasis on formative assessment fuels our PLC structure with many examples of student work to consider as teachers work together to plan next steps in instruction.

#### **Resources to support meaningful assessment practices:**

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

#### **Integration of Social-Emotional Learning:**

Supporting the social-emotional learning needs of students is necessary for academic success. As a staff we place a heavy emphasis on the [well-being](#) of students and staff to enable them to meet the significant challenges created by the pandemic and school closures. This includes weekly one-on-one student check-ins by the classroom teacher (elementary) or advisor (secondary) as well as having counseling services available for all students (we have used 31n funds to secure extra support for students).

An [advisory system](#) will be put into place for secondary classrooms. This system will support strong relationships between staff and students and will provide opportunities to focus on well-being, goal-setting, and self-reflection. Advisors will document weekly interactives with each advisory student on course content or course progress, thus meeting the count day [pupil accounting requirements](#).

Resources to support integration of SEL:

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

#### **Special Education:**

Before school starts, students' IEPs, IFSPs, and 504 plans will be revised in coordination with general and special education teachers to address any data-driven accommodations and/or

services that are needed due to known changes in students' needs.

The Roadmap highlights:

- Commencing intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
- Establishing structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
- Developing a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

### **Postsecondary Transitions:**

In close collaboration with our high school principals, counselors, college advisors and local college access network members, we will be working diligently to secure support for students who are transitioning to postsecondary. These supports will encompass:

- Determining what resources should be shared with Class of '21 and Class of '22 students and families.
- Planning for fall administration of SAT and ensuring that high school staff are communicating regularly with seniors.
- Providing resources, information, and training to parents and students. This will include a wide continuum of topics such as FAFSA completion, college application preparation, stackable certifications, etc.
- Utilizing counselors and/or college advisors to provide continued support to Tuition Incentive Program (TIP) eligible students. Monitor the number of TIP eligible students who are enrolling in college.
- Coordinating efforts with our local college access network, counselors, and college advisors.
- Monitoring the impact and perhaps unintended consequences created by moving to Credit/No Credit for spring 2020. We will ensure all transcripts note the COVID19 closure and any resulting changes in grading.
- Creating measures/processes to identify students who may need additional support.
- Hosting a College and Career Fair that is tentatively scheduled for face-to-face for Spring 2021. Based on the current conditions in the Spring, we may have to move this to a virtual format.

### **Resources that support postsecondary transitions:**

- [College and Career Readiness COVID-19 ISD College Access Network](#)

### **Schedules and Routines:**

A cohorting model will be used for our students. Students in grades PreK-12 will be in school every day for 7 hours and 25 minutes.

### **Scheduling Resources:**

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

**Elementary School Schedule and Considerations:**

- **Face-to-face class with teacher - every day (7:50 - 3:15)**
- **Students stay together as a class and do not mingle with other classes**
  - Tier 1 Instruction in core content provided by classroom teachers
  - Tier 2 support provided by classroom teachers happens here
  - Tier 3 support pushes into the classroom
- **Specials:** Specials schedule: specials teachers travel to classroom - students remain in place (Music and PE classes will adjust curriculum so they don't involve singing, playing wind instruments, or indoor perspiration)
- **Lunch:** Use gym as extra cafeteria space to allow classes separate areas for lunch and organize lunch schedule so that each class remains separate from other classes. Preschool children will continue to eat lunch in their classroom.
- **Recess:** Organize recess schedule so that each class remains separate from other classes and classroom teachers supervise recess for their class

**Middle School/High School Schedule and Considerations:**

- **Face-to-face classes with teachers - every day**
- **Cohort model -** students stay in one room for classes, teachers rotate
- Students stay together as a cohort and do not mix with other cohorts
- **Tier 3 supports:** pushed into each cohort classroom
- **Lunch:** Use gym as extra cafeteria space to allow each class a separate area for lunch. Organize lunch schedules so that each cohort remains separate from other cohorts.

**Sample Schedule**

ELA	7:50 - 9:00
Elective	9:00-10:00
Math	10:00-11:00
Science	11:00-12:00
lunch	12:00-12:30
Social studies	12:30-1:30
Elective/Advisory	1:30-3:15



## Instruction - In-Person or Hybrid (After School Opens)

### *Strongly Recommended from the Michigan Return to School Roadmap*

1. Ensure that every student:
  - a. Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning;
  - b. Is assessed to determine student readiness to engage in grade-level content; and
  - c. Is offered scaffolds and supports to meet their diverse academic and social-emotional needs.
2. Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
3. Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
4. Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.
5. Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
6. Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
7. Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.
8. Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.
9. If hybrid, activate plans to monitor and assess the following:
  - a. Connectivity and Access:
    - i. Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
  - b. Attendance:
    - i. Develop systems to monitor and track students' online attendance on a daily basis.
  - c. Student Work:
    - i. Teachers will assess the quality of student work and provide feedback to students and families.
    - ii. Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

## Instruction - After School Starts

### Ensuring Learning:

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

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

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

Every two weeks, the building principal will meet with each PLC to review pacing and monitoring of student progress. Following these meetings, the principal will communicate any resource requests needed to support interventions to the central office. These meetings will take place whether we are remote, hybrid, or face-to-face.

Extended day structures will be activated if we are unable to meet student needs during the school day. After-school support will be provided four days a week for ELA and math. Science and social studies support will be available two days a week.

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

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

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

Guidance to Address Forgone Learning for Students with IEPs as a Result of the COVID-19 Pandemic - [https://www.michigan.gov/documents/mde/RecoveryServices\\_695362\\_7.pdf](https://www.michigan.gov/documents/mde/RecoveryServices_695362_7.pdf)

Comparison of Compensatory Education and Recovery Services Due to COVID-19 - [https://www.michigan.gov/documents/mde/RecoveryServices\\_Side-by-Side\\_694537\\_7.pdf](https://www.michigan.gov/documents/mde/RecoveryServices_Side-by-Side_694537_7.pdf)

### **Resources that support ensuring learning:**

- [Collaborative Inquiry Toolkit](#)

- [Oakland Schools Curriculum, Instruction and Assessment Toolkit For COVID-19 Reopening](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math](#)
- [Student Intervention Toolkit](#)
- [Assessment Guidance Planning Document](#)
- [Sample Intervention Inventory](#)
- [Strategies that Support Learning Table](#)
- The New Teacher Project (TNTP) published [The Learning Acceleration Guide](#)

### **Shifting to a Remote Learning Environment:**

To remain prepared for needed shifts to an all-district remote learning context, we will:

- Secure online tools and materials that will provide standards-aligned learning that is customizable to student needs.
- Integrate remote learning tools into PLC meetings and in-school instruction so that teachers and students remain ready for a possible transition to a remote context.
- The ideas in [this article](#) will support instructional decisions for remote learning.
- Use the following remote learning guidance based on grade level.
  - [Elementary School Considerations \(PK--5th Grade\)](#)
  - [Middle School Considerations \(6-8th Grade\)](#)
  - [High School Considerations \(9th - 12th Grade\)](#)
- Prepare communication assets for key audiences (students, teachers, parents) that clarify new protocols and resources, share evidence of student learning, and ensure that all stakeholders receive status updates.

When in hybrid or remote learning modes we will:

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

**Resources that support shifting to a remote learning environment:**

- [Best Practices for Remote Teaching](#)

## Communications and Family Supports

***Strongly Recommended from the Michigan Return to School Roadmap***

1. Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:
  - a. Expectations around their child's return to school;

- b. Clear information about schedules and configurations, if hybrid;
  - c. Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
  - d. Plans for each of the different school opening scenarios.
2. Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with:
- a. Training about how to access and use the school's chosen digital systems and tools;
  - b. Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
  - c. Opportunities to build their digital literacy; and
  - d. Strategies to support their child's learning at home.

### **District and Building Implementation Plan:**

#### **Communication Systems:**

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

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

#### **Family Partnerships:**

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

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

## Professional Learning

### *Strongly Recommended from the Michigan Return to School Roadmap*

1. Provide adequate time for schools and educators to engage in:
  - a. Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
  - b. Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student’s growth and needs with students’ assigned teacher(s) for the 2020-2021 school year;
  - c. Identify students who potentially need additional support; and
  - d. Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
2. Create a plan for professional learning and training, with goals to:
  - a. Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
  - b. Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
  - c. Build school leaders’ and teachers’ capacity to design and develop blended and remote learning experiences that are equitable and engaging.

### **District and Building and Implementation Plan:**

Our Professional Learning Work Plan is centered on our mission statement as well as the strategic plan that we developed during the 2018-19 school year. Our professional learning priorities remain:

- **Well-Being**
- **Deep Learning and Student Engagement**
- **Small Data and Responsive Teaching**

### Professional Learning Structures:

#### **Professional Learning Communities (PLCs):**

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

- *What do we want our students to learn?*

- *How will we know if they have learned it?*
- *What will we do if they haven't learned it yet?*
- *What will we do if they already know it?*

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

- Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed.
- Identifying students who did not engage in remote learning and develop a plan to provide additional supports, if needed. (Will need to work with teachers from 2019-20 to share data and concerns about each student's growth and needs.)
- Identifying students who potentially need support – and plan supports for them.
- Monitoring student work and progress throughout the year, and planning next steps in the learning for students.

#### **Resources that support this work:**

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

#### **Virtual when necessary:**

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

#### **Time:**

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

- Week of August 24 – 28, 2020
- Daily common planning time – 1x/week will be used for PLC meetings
- Early release days – One day a month, students will have a half day and the second half of the day will be reserved for teacher professional learning. This learning will be focused on the broader topics listed below. See calendar on following pages
- School staff meetings - every other week on Wednesday

#### **Professional Learning Topics:**

- **Well-Being:** Social-emotional learning, trauma-informed best practices, identification of students at risk and proper referral protocols, self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma

- **Equity:** Restorative supports for educators and learning around equity, implicit bias, and culturally responsive education
- **Remote/Hybrid Teaching and Learning:**
  - Use and effectiveness of digital tools and resources that support remote learning
  - Design and development of blended and remote learning experiences that are equitable and engaging - and are aligned to our deep learning strategic plan priority
- **Safety protocols:** PPE, hygiene, social distancing, movement, screening, responding to symptoms, cleaning, medically vulnerable students

### **Resources that Support Professional Learning in these Topics:**

#### **Well-Being Resources**

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

#### **Equity Resources**

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

#### **Remote Learning Resources**

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

#### **Other Resources**

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

**August 2020 Professional Learning Calendar**

*Asynchronous Professional Learning Modules will also be available to teachers during this time.*

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14
17 How to wear a mask  PPE Training  All Staff	18 Handwashing  All staff	19 Application and removal of gloves  All staff	20 Social Distancing  All staff	21
24 District PL for all AM - Kick-off (virtual) AM - Well-being for staff and students PM - Trauma-informed instruction in a remote/ hybrid environment	25 District PL for all AM - Equity and implicit bias PM - Culturally responsive teaching in a remote/hybrid environment	26 School PL for all AM - Kick-off AM - Safety protocols PM - PLC meetings	27 School PL for all AM - PLC meetings PM- classroom work time	28 Classroom work time



31 Classroom work time	First Day of School for Students!			
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**General Outline of Early Release Day Professional Learning Plan (.5 Day last Friday/month)**

*\*Use materials from [Asynchronous Professional Learning Modules](#) to plan these synchronous sessions*

<b>Month</b>	<b>Topic</b>
<b><u>September</u></b>	<ul style="list-style-type: none"> <li>● Teacher Resiliency Strategies</li> <li>● Formative Assessment and Remote Teaching and Learning</li> </ul>
<b><u>October</u></b>	<ul style="list-style-type: none"> <li>● Deep Learning and Remote Teaching and Learning</li> <li>● Student Engagement in Remote/Hybrid Environments</li> <li>● Teacher Health Strategies</li> </ul>
<b><u>January</u></b>	<ul style="list-style-type: none"> <li>● Deep Learning and Remote Teaching and Learning</li> <li>● Well-Being/Resiliency Strategies</li> </ul>
<b><u>February</u></b>	<ul style="list-style-type: none"> <li>● Formative Assessment and Remote Teaching and Learning</li> <li>● Well-Being</li> </ul>

**Phase 4 Operations**

**Facilities**

The Academy will continue to audit the necessary materials and supply chain for cleaning and disinfection of supplies. The school will also execute school cleaning and disinfecting protocols according to the CDC School Decision Tree and will update the custodial staff of any changes in recommended cleaning guidelines issued by OSHA and/or the CDC. Custodial staff will wear surgical masks when performing cleaning duties. The Academy will also receive guidance from the LEMP for support with procurement of cleaning supplies and will also advocate for ISDs to coordinate with LEMPs. School leadership and the custodial staff will devise a plan to clean and disinfect all core assets including buildings and playgrounds. Frequently touched surfaces will be cleaned several times a day. The Academy will also provide custodial staff with training when necessary.

The Academy will audit any additional common spaces in the building that can be converted into classroom environments if there is a need. The Academy will also audit all school building with a focus on how many classrooms are available, the size of each classroom, additional spaces that are available, and the ventilation in each classroom.

The Academy does not employ any security staff, so there will be no need to audit the security protocols or ensure that the security staff should follow CDC protocols when interacting with the general public.

School leaders will conduct and document a daily facility walk-through with the custodial service team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students. The Academy will procure facial coverings for preK-5 teachers, low-income students, and students with special needs if there is a need to do so. The cleaning company will provide surgical masks for the janitorial staff.

The custodial staff will maintain facilities for in-person school operations by assuring that the HVAC systems are running efficiently, that air filters are changed regularly, wastebaskets, tissues, and CDC approved soap will be issued to every office and classroom so that materials can be used upon entry and exit into the building. Finally, signage about frequent hand washing, cough etiquette, and nose blowing will be widely posted in the hallways, classrooms, bathrooms, and common areas. The information will also be regularly posted through Class Dojo, Facebook, and email.

## Budget, Food Service, Enrollment, and Staffing

Primarily all of our students are dropped off and picked up by their parents/guardians. Students will enter and exit the building utilizing three access points. Kindergarten through third grade students will enter through the South doors and will follow the orange paw prints. Each of the grade levels will have separate arrival times. Fourth through eighth grade students will utilize the North doors and will follow the purple paw prints. Each of the grade levels will have separate arrival times. All High School students will enter the building using the side entrance on the West side of the building.

The Academy will continue to connect with staff and students through various methods to understand who is coming back in the fall. We will develop a staffing plan to account for teachers and staff who are not returning or are at risk and will take into consideration any students with preexisting conditions to determine a need for remote learning. The Academy will also assess a need for new or additional positions with a specific focus on students and staff wellness, technology support or other related needs.

There are no local bargaining units affiliated with the Academy so there will not be a need to work with them to assess job responsibilities or identify and modify staff positions. Trillium Academy will consider redeploying underutilized staff to serve core needs and will continue to recruit; interview and hire new staff when there is a need to do so and will provide guidance to school leaders to fulfill those responsibilities remotely. If new staff members are hired, school leadership will work with new staff to update them of any operational changes that have taken place. The Academy will also inventory how many substitute teachers are available in cases they are needed. If new staff members are hired, school leadership will work with new staff to update them of any operational changes that have taken place.

The Academy will continue to communicate any student enrollment or attendance policy changes. The Academy will also build and send back all relevant school communications to all stakeholders and include all policy and procedure updates. The leadership team will ensure

that student and staff handbooks are printed and ready for distribution and/or available digitally. The Academy will also consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share those findings with school leaders.

Trillium Academy's school leadership team will seek and provide guidance on use of CARES Act funding for key purchases. They will also coordinate with related service providers, in the school and community to identify and address new student and adult needs. School leaders will also be engaged in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars. The leadership team will create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedule with safety protocols in mind. Lastly, they will collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

The Academy is, and will continue to utilize legal counsel as it relates to COVID-19 issues. For personnel, The Romine Group consults its legal counsel for any staffing concerns. School legal counsel will be consulted in matters that pertain to parent and student related issues.

## Technology

### **District and Building and Implementation Plan:**

#### ***Before Schools Reopen for In-Person Instruction***

In order to make effective, data informed decisions about implementing and supporting Remote Learning, our families will be surveyed about the numbers, types, and condition of devices available in their home. We will also collect data about the availability and capacity of Internet connectivity in each house. [Survey Questions](#).

We conducted an initial survey in Spring, 2020 to collect baseline data. A Survey Monkey survey link will be sent to the primary Parent/Guardian email, or through Class Dojo for each student in our Student Information System (SIS) in July, 2020. We will also send an automated phone call through School Messenger asking parents to complete the survey once for their household or to call their school office if they are unable to complete the online survey. Responses will be noted in our SIS, and families that have not responded by August 1, 2020 will be called directly to complete the questions verbally.

Results from the survey will be compiled and shared at the district and building level. This data will be utilized to help inform the building's decision-making.

Each Principal has been directed to appoint someone from their building to serve on the District Technology Team (e.g., Assistant Principal or Lead Teacher). This person serves as the point of contact for bi-directional communication between the District Team and each school related to the development and implementation of the District's Technology Plan to support students/families and staff within the Preparedness Plan.

- High School Contact: Jamey Buckner, [jbuckner@trilliumacademy.us](mailto:jbuckner@trilliumacademy.us)
- Middle School Contact: RJ Suemnick, [r-suemnick@trilliumacademy.us](mailto:r-suemnick@trilliumacademy.us)

- Upper Elementary School Contact: Melissa Leslie, [mleslie@trilliumacademy.us](mailto:mleslie@trilliumacademy.us)
- Lower Elementary School Contact: Mike McSweeney, [mmcsweeney@trilliumacademy.us](mailto:mmcsweeney@trilliumacademy.us)

The district supports the use of technology for teaching and learning, particularly Remote Learning, as outlined in this Preparedness Plan. This plan has been developed collaboratively with representatives from all schools and departments with input from teachers, principals, parents, students, and district Technology Department personnel, along with support from our management company, ISD and authorizer. This plan describes the district's process for selecting, implementing, and supporting new hardware, software, and apps for teaching and learning, as well as ongoing procedures for cleaning, repairing, and maintaining devices, particularly throughout transitions between in-person and remote learning.

In an effort to protect student on-line safety and privacy, the district has developed a technology policy that requires teachers to utilize only approved websites and applications with students. Recognizing the need for flexibility, we have built in an application process for staff to receive approval for new websites or applications.

Support requests related to devices or technology use should be submitted through the district's help desk system [email [techsupport@trilliumacademy.us](mailto:techsupport@trilliumacademy.us) or call (734) 374-8222].

To ensure the most efficient and rapid response to support requests, all staff and parents are encouraged to submit all requests for support through the appropriate Help Desk Process:

- Staff: [email [techsupport@trilliumacademy.us](mailto:techsupport@trilliumacademy.us) or call (734) 374-8222]
- Families: [email [techsupport@trilliumacademy.us](mailto:techsupport@trilliumacademy.us) or call (734) 374-8222]

When Help Desk tickets are received, the District Technology Department staff members generally work collaboratively on all technology related issues. For the purpose of specialization, and to streamline communications and response times, the following staff are identified as the primary contact for the following technology solutions:

- Person A: Student Information System, Google Accounts, Network Accounts, Learning Management System (LMS) Accounts
- Person B: Network Monitoring and Maintenance (Wired, Internal Wireless, External Wireless, and Cellular), Phone System, Printers and Copiers
- Person C: Device setup, troubleshooting, repair, App and Software Installation

Additionally, from time to time the district may utilize outside resources from the ISD or other approved vendors for specialized or time critical tasks for which the expertise or staff availability don't exist within the district team.

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

- Email Help Desk System at [techsupport@trilliumacademy.us](mailto:techsupport@trilliumacademy.us)
- Leave a voicemail at (734)374-8222 (voicemail will be sent to the appropriate employee and a help desk ticket will be submitted)
- If a teacher gets a request or hears of a need when communicating with students/families, they will forward those concerns on behalf of the family using these procedures

We have developed district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures include:

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

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

Replacement or upgraded devices that have been ordered may not arrive before the start of the school year. When they arrive, the new devices will be traded for these current devices according to the district's replacement and upgrade schedule, and the older devices will be disinfected, reset, and maintained as an inventory to be used as loaners when repairs are required on assigned machines.

Upon receipt, district purchased devices are logged in our central inventory by Model, Serial Number. Assignment/Location is tracked through the district's Mobile Device Management Systems appropriate to the device (ie. Chromebooks through Google Admin). When a device is removed from service, that is logged on the inventory with the date and reason.

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

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

As necessary, temporary guest or public access SSIDs will be hidden or disabled.

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

- Email Help Desk System at [techsupport@trilliumacademy.us](mailto:techsupport@trilliumacademy.us)
- Leave a voicemail at (734)374-8222 (voicemail will be sent to the appropriate employee and a help desk ticket will be submitted)
- If a teacher gets a request or hears of a need when communicating with students/families, they will forward those concerns on behalf of the family using these procedures

### ***If Schools are Instructed to Close for In-Person Instruction***

Students who require a device for use at home have had one assigned to them through the district's Mobile Device Management System. The device has been located in the student's school if it is a shared device, or assigned to the student specifically.

When school is instructed to close and it is known before dismissal, each student will be sent home with their assigned device. When that isn't possible, or the school is instructed to close

when students are not on-site, the school will communicate a schedule for parents to collect their students' devices in a drive-thru pickup process on the first available school day after closure.

We will communicate consistent procedures for return and inventory of school-owned devices as part of a return to school technology plan. The procedures will include:

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

When devices are to be returned, schools will be provided a supply of 2-gallon (17"x13") resealable bags for each student. Each bag will have the student's name marked on it (printed on labels from Student Information System), and the family will be instructed to place the device(s) inside the bag before collection. Devices will remain bagged for 14 days (or as long as possible) before opening, cleaning, and disinfection.

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

Replacement or upgraded devices that have been ordered may not arrive before the start of the school year. When they arrive, the new devices will be traded for these current devices according to the district's replacement and upgrade schedule, and the older devices will be disinfected, reset, and maintained as an inventory to be used as loaners when repairs are required on assigned machines.

Access points in all buildings will be repositioned to provide connectivity from the parking lots. Temporary signs will be installed in parking lots to indicate public WIFI access locations and encourage safe access (social distancing, stay in vehicle, etc.)

Access points covering parking areas at community partner locations (township halls, government buildings, etc) listed below will be activated and tested for connectivity. District signs will be installed as allowed by community partners similar to signs at schools.

### ***When Schools Reopen for In-Person Instruction***

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

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

The district will elicit input from staff at least monthly through a short survey and feedback form

related to challenges and solutions related to delivering remote learning through technology. This feedback will be reviewed by the District Technology Team and be used to update guidance and procedures documented in this Plan.

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

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

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

As necessary, temporary guest or public access SSIDs will be enabled or disabled.

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

## Transportation

Primarily all of our students are dropped off and picked up by their parents/guardians. Students will enter and exit the building utilizing three access points. Kindergarten through third grade students will enter through the South doors and will follow the orange paw prints. Each of the grade levels will have separate arrival times. Fourth through eighth grade students will utilize the North doors and will follow the purple paw prints. Each of the grade levels will have separate arrival times. All High School students will enter the building using the side entrance on the West side of the building.

The Academy primarily utilizes busses for field trips, sporting events, and a small percentage of our students that enrolled in our school through a matriculation agreement. The Academy will contact the companies that we use to assess whether or not they understand the extent of servicing high-risk populations and to make sure that they have finalized their bus procedures for bus drivers so that we can communicate that out to our school community.

Trillium Academy will not be utilizing busses to provide food service and delivery of instructional materials.

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

## **Phase 5 Safety Protocols**

### Personal Protective Equipment:

#### ***Requirements from the Michigan Return to School Roadmap***

- Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.
  - PreK-5 and special education teachers should consider wearing clear masks.
  - Homemade facial coverings must be washed daily.
  - Disposable facial coverings must be disposed of at the end of each day.
  
- Facial coverings must be worn by PreK-8 students, staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
  
- Facial coverings must always be worn in hallways and common areas by PreK-8 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
  - Homemade facial coverings must be washed daily.
  - Disposable facing coverings must be disposed of at the end of each day.
  - Note: Staff serving students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.
  
- Facial coverings must be worn in classrooms by all students grades 6-8. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.
  
- All students in grades K-5 must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.



***Trillium Academy will adopt the following “Strongly Recommended” Safety Protocols from the Michigan Return to School Roadmap***

1. Facial coverings should be considered for K-5 students and students with special needs in classrooms.
2. Facial coverings should be considered for PreK students and students with special needs in hallways and common areas.
3. Facial coverings are not recommended for use in classrooms by children ages 3 and 4.

**Trillium Academy will:**

- Include expectations for the wearing of face coverings and how to obtain clean face coverings will be in all school to parent communications, all handbooks, all student orientations, and all staff orientations.
- Require all students and parents to watch a safety video on the wearing of and expectations for maintenance of face coverings. Students and parents will sign-off on their awareness of these policies before the students are permitted to enter the classroom on the first day of school.
- Acquire and add building, grounds, and transportation signage throughout all school facilities and clearly identify who is required to wear face coverings in each designated area of the building, grounds, or bus.
- Order and provide face coverings to every student and staff member on a daily basis. These will be placed on busses and in the classrooms every evening by the custodial and transportation staff.
- Provide clear face coverings to all teachers as an option to wear the clear mask during instruction.
- Require staff members to sanitize and maintain clean face coverings daily.
- Require Individuals (staff or students) who claim medical exemption to meet with the School Administrative Team to provide rationale and documentation.
- Record exempted individuals in a master database.
- Not require PreK-5 students to wear a face covering once they are situated in the classroom unless the classroom activity places them in close proximity (2 feet or less) to other students.
- Staff will issue students who are capable of wearing a face covering and refuse to do a face covering.. The instance will be documented as a log entry in PowerSchool.
- Remove students showing patterns of non-compliance from the school building and place them into remote instruction until the student agrees to comply with this safety protocol. Parents will be notified of each instance of non-compliance by the administration. Continued removals from the school building will result in permanent placement into remote instruction with the student being banned from coming to the school site.
- Address staff who are capable of wearing a face covering and refuse to do so by the school administrator and could face progressive disciplinary measures up to and including termination.
- Issue guests to the school building (presenters, substitute teachers, etc) a disposable face covering upon signing in at the main office and instruct them to wear the face covering at

all times. Instances of non-compliance will result in the guest being escorted from the building by the school safety officer or building administrator.

- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.

### **Hygiene:**

#### ***Requirements from the Michigan Return to School Roadmap***

- Adequate supplies of soap, hand sanitizer with at least 60% alcohol, paper towels, tissues, and signs reinforcing proper handwashing techniques will be provided to support healthy hygiene behaviors
- Staff will teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

#### ***Trillium Academy will adopt the following “Strongly Recommended” Safety Protocols from the Michigan Return to School Roadmap***

- Staff and students will cough and sneeze into their elbows or cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Soap and hand sanitizers will be systematically and frequently checked and refilled.
- Students and teachers will have scheduled handwashing with soap and water every 2-3 hours.
- Students and staff will limit sharing of personal items and supplies such as writing utensils.
- Students’ personal items will be kept separate and in individually labeled cubbies, containers, or lockers.
- Staff will limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
- Portable handwashing and/or hand sanitizing stations will be procured and set up throughout school buildings where needed.

### **Trillium Academy will:**

- Install additional sanitizing stations in high traffic areas.
- Check supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) daily and restock in the classroom.
- Instruct teachers to contact the office immediately if supplies run low during the school day.
- Post in each classroom a hygiene protocol with timelines that are posted and communicated via newsletters, web pages, bulletin boards, and the like. It will include
  - Hand-washing schedule

- Room and materials cleaning schedule
- Instruct teachers to teach students the following on the first day of school and reinforce weekly or more often as needed (this may be done via video)
  - Proper handwashing on the first day of school and reinforce weekly or more often if needed
  - How to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash
- Communicate proper mitigation strategies including hand washing and sneezing to families via newsletters, web pages, bulletin boards, and the like. Parents and caregivers will be asked to review and reinforce with their students.
- Instruct custodial staff to:
  - Procure adequate soap, hand sanitizer, paper towels, and tissues.
  - Post signage related to cleaning and hygiene strategies in each room, restroom, throughout the hallways.
  - Monitor hygiene supplies and refill as needed three times daily.
  - Procure hand sanitizing stations as deemed necessary during walk-through with the building leader.
- Make sure that sharing school supplies is limited, and each student will have their own supply box for materials.
- Generate a list of these supplies as appropriate for each grade level.

### Spacing, Movement and Access

#### ***Trillium Academy will adopt the following “Strongly Recommended” Safety Protocols from the Michigan Return to School Roadmap***

- Desks will be spaced six feet apart in classrooms. Class sizes should 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.
- As feasible, all desks will be arranged facing the same direction toward the front of the classroom.
- Teachers should maintain six feet of spacing between themselves and students as much as possible.
- Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
- Signage will be posted to indicate proper social distancing.
- Floor tape or other markers should be used at six foot intervals where line formation is anticipated.
- Social distancing floor/seating markings will be placed in waiting and reception areas.
- Signs will be placed on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- Adult guests entering the building should be screened for symptoms, wear a facial

covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.

### **Trillium Academy will:**

- Have administrative staff/custodial staff walk through the school building to assess the number of desks, tables, the capacity to physically distance with existing student enrollment and furniture.
- Have administrative staff/custodial staff determine what furniture or supplies can be removed from the building or what alternate furniture can be used to create greater physical distance. The current physical distance between students and staff in the building ranges from 3 to 5.5 feet after those accommodations.
- Mark hallways, cafeteria, entry, and sidewalks in 6-foot increments.
- post signage throughout the building and on restroom doors reminding students, staff, and guests of the physical distance requirement.
- Restroom sinks will be disabled and marked out of order if they are closer than 3 feet.
- Have visitors to the building check in through the office. (Plexiglass barriers will be installed at office staff work stations.)
- Only essential visitors (ISD Consultants, State Agency Workers, College Representatives, etc.) will be permitted, upon passing visitation protocols. They will have limited access to interact with students, and only after reviewing and signing off on all safety expectations. Visitors will be required to sign out through the office to document time, purpose, temperature, and locations visited in the building.

### **Screening Students and Staff:**

#### ***Requirements from the Michigan Return to School Roadmap***

- Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff. (TBD by Local or State Health Department)

#### ***Trillium Academy will adopt the following “Strongly Recommended” Safety Protocols from the Michigan Return to School Roadmap***

- Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.
- Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
- Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.

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

**Trillium Academy will:**

- Submit a copy of the District’s screening and exposure plan to the County Health Department. This plan will be reviewed monthly with the District Pandemic Response Team and the Health Department along with any referrals from the prior month.
- Identify a remote and secluded area within the school building, no smaller than 100 square feet to serve as an isolation area. This area will be outfitted with appropriate PPE including gowns, face shields, N95 Masks, gloves, sanitizing wipes, portable two-way radios, an internet-connected computer, log sheets, and video surveillance.
- Identify and train a staff person to serve as the “quarantine officer”. These duties will take precedence over any other responsibilities and therefore this individual must have the flexibility to leave their regular assignment at a moment’s notice.
  - From the time of identification of potential infection, the student will not be left unattended by the quarantine officer and a log sheet of activity will be maintained at 5-minute intervals until the student or staff member is safely removed from the building.
  - Parent communication will be made immediately with clear and concise directions on where and how to pick up the student and where to report for testing.
  - A designated person (office staff) will contact the student/family each day after removal until test results are provided and verified before the student can return to school.
  - During the time of quarantine, the student will be asked to self identify the location and individuals they came into contact with for the past 48 hours to the best of their recollection. Priority will be placed on those individuals that they were in contact with for a sustained 15 minutes or more.
  - The health department will be contacted after parents have been contacted to assist in contact tracing and notification of vulnerable individuals.
- Require all school staff to conduct a health safety self assessment at home prior to coming to work and verifying through a Google form and notifying appropriate administrator that they are safe to work. This will include taking their temperature and reporting this daily on the Google form.
- Require staff who are unable to work due to displaying COVID-19 symptoms to report this to the school through the Google form. The school health official or Human Resources will monitor this form daily and follow up with any symptomatic person to direct where, when, and how to get tested and report those results back to the school as soon as available.
- Require staff members who tested positive to quarantine away from school for 14 days. Days of quarantine for COVID-19 positive results will NOT count against employee sick time allocations.

### Responding to Positive Tests Among Staff and Students:

#### ***Requirements from the Michigan Return to School Roadmap***

- All schools must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present at the school.

#### ***Trillium Academy will adopt the following “Strongly Recommended” Safety Protocols from the Michigan Return to School Roadmap***

- Notify Public Health - Wayne County, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- Public Health - Wayne County will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure.
  - Public Health - Wayne County, depending on the situation, may identify other contacts who require quarantine. Schools can help the Public Health - Wayne County by collecting data and contact information of those exposed.
  - Staff will adhere to confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).
- Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Public Health - Wayne County will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
- Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.
- If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

### Food Service:

#### ***Requirements from the Michigan Return to School Roadmap***

- Indoor assemblies that bring together students from more than one classroom will be prohibited.

#### ***Trillium Academy will adopt the following “Strongly Recommended” Safety Protocols from***

### ***the Michigan Return to School Roadmap***

- Classrooms and outdoor areas should be used for students to eat meals at school, if distancing guidelines cannot be met.
- If cafeterias must be used, meals times should be staggered to create seating arrangements with six feet of distance between students.
  - Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
  - Students, teachers, and food service staff should wash hands before and after every meal.
- If possible, school-supplied meals should be delivered to classrooms with disposable utensils.

### **Trillium Academy will:**

- Have all elementary students eat lunch in their classrooms. Food Service staff will drop off bag/box lunches and disposable utensils, on a cart to the classroom 15 minutes prior to the designated lunch period.
- Have elementary lunch workers support the classrooms through the meal time supervising students.
- At the middle school level, to start the year, allow the option to have a designated area will be blocked off to allow for eating outside. Trash cans will be placed around the area to support disposal.
- Require lunch monitors to supervise the outside area during the lunch period.
- Have all students wear masks into the cafeteria and remove them when eating. They will put them back on when eating is completed.
- Open the cafeteria to the middle school students. In order to address social distancing, areas will be marked with an X to keep students six feet apart when they are sitting.
- Remove excess cafeteria tables to maintain compliance with six feet guidelines. We will also use the gym for additional space.
- Stagger a middle school lunch service. We will have a 6, 7 and 8 lunch schedule. Students will also be released from class in a staggered fashion, by even and odd classrooms to avoid long lines.
- Put markings on the floor to designate six foot distancing as students wait in line in the cafeteria and at the office.
- Require all cafeteria workers to wear masks, face shields and gloves when handling food items. They will wash their hands before and after all food service according to CDC guidance. Visual guidance will be posted in the kitchen and by every sink to encourage the correct procedure for hand washing.

### Gatherings and Extracurricular Activities:

### ***Requirements from the Michigan Return to School Roadmap***

- Indoor assemblies that bring together students from more than one classroom will be prohibited.

***Trillium Academy will adopt the following “Strongly Recommended” Safety Protocols from the Michigan Return to School Roadmap***

- Students, teachers, and staff should wash hands before and after every event.
- Large scale assemblies of more than 50 students are suspended.
- Off-site field trips that require bus transportation to an indoor location are suspended.
- Recess should be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students should wear facial coverings.
- If possible, schools should offer telecasting of assemblies and other school-sanctioned events.
- Extracurricular activities may continue with the use of facial coverings.

**Trillium Academy will:**

- Will not permit indoor assemblies at this time to be held in the school building. All essential presentations will be done by remote monitors in the classrooms or by staff entering the room to share the needed information.
- Put together a schedule that allows three classrooms on a playground for recess at a time (Grades PreK-5.) Teachers will be asked to move around the playground separating students congregating in groups of more than 10. Face masks will be worn at all times on the playground unless the individual is medically unable. Students will use hand sanitizer before entering the building.
- Suspend all field trips, this will be reviewed as we move to Phase 5.
- Require face coverings at all extracurricular activities. School dances and events over 50 students will be temporarily discontinued and will be evaluated as we move to the next phase.
  - All social distancing requirements will be in place, so events will be outside or in large ventilated areas.

Athletics:

***Requirements from the Michigan Return to School Roadmap***

- The district plan will 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.

#### Cleaning:

##### ***Requirements from the Michigan Return to School Roadmap***

- Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
- Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures must continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.
- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
- Staff must wear gloves, surgical masks, and face shield when performing all cleaning activities.

##### **Trillium Academy will:**

- Meet as an administrative team and building operations team to review all guidance related to cleaning and disinfecting of buildings and to review the Building Operations sections of the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap.
- Create an inventory related to all cleaning supplies that is in compliance with EPA-

approved COVID-19 materials will be taken and orders made to address increased cleaning protocols.

- Identify cleaning stations around the building that hold materials for use in different wings (e.g., curriculum closet in third grade hallway, gym storage room, custodial closet in 5th grade hallway).
- Provide all classrooms with spray bottles with EPA-approved disinfectant or diluted bleach solution, paper towels, face shield and gloves in order to address new cleaning protocols. Staff must wear gloves, a mask and face shield when cleaning, and students will not be allowed access to the cleaning solutions.
- Tour the building with the custodial team identify areas of frequent use throughout the building. A map will be created and kept secure in the head custodian room and office to ensure compliance when custodial substitutes are in the building.
- Have custodial staff walk the building wiping all high frequency usage areas at 7:00 a.m., 10:00 a.m., 1:00 p.m, 4:00 p.m., and following any evening activities in the building. Staff will note the time and date and initials on a chart that is kept daily.
- Instruct classroom teachers to wipe down the students' desks every time students exit the room at the elementary level or after every period at the secondary level with EPA-approved disinfectant or diluted bleach solution. Locked storage units with ventilation for cleaning materials will be available for all staff as needed. All classrooms will have the appropriate EPA-approved disinfectant or diluted bleach solution in their rooms.
- Require staff to sanitize playground equipment after each use. Custodial staff will conduct a regularly scheduled thorough cleaning.
- Provide a training on cleaning materials and protocols to the staff through a virtual meeting the first week of school. This training will show the use of PPE when cleaning, protocols for the classroom and storage of cleaning materials.

#### Busing and Student Transportation:

##### ***Requirements from the Michigan Return to School Roadmap***

- Drivers will require the use of hand sanitizers before entering the bus. Hand sanitizer will 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.
- Transportation vehicles will be cleaned and disinfected before and after every transit route. Children must not be present when a vehicle is being cleaned.
- Frequently touched surfaces in the vehicle will be cleaned and disinfected (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.

- Equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools will be cleaned, sanitized, and disinfected 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 will not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
- Weather permitting, doors and windows will be kept open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, keeping windows open while the vehicle is in motion will be considered to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

**Trillium Academy will:**

- Make contact with all transportation companies that support the district to ensure they have received a copy of the criteria in the MI Safe Schools: Michigan's 2020 Return to School RoadMap.
- Hold a meeting with contracted transportation departments to review the criteria required for Phase 4 and discuss concerns or issues arising.
- Require contracting companies to sign an assurance statement, verifying that they can and will comply with the items required.
- Require that contracts be altered as needed to address required cleaning, sanitizing and professional development to maintain the fleet.
- Require assurance statements be developed to ensure the appropriate use of face covering for all students and drivers, use of hand sanitizers and cleaning protocols.
- Will coordinate with the transportation company to assess the number of buses that will be on the road.
- Will coordinate with the transportation company to ensure busses provide hand sanitizing stations on each bus.
- Require transportation contractors to ensure cleaning supplies in compliance with the CDC are utilized to clean busses between routes, including areas of frequent areas of contact.
- Require high traffic areas to be wiped down at the beginning and end of each route.
- Require that all students enter the bus wearing a face covering.
- Provide face coverings to be placed on each bus for students that do not have one.
- Develop and communicate a policy to families related to the mandatory face covering on the bus for all staff and students, if medically feasible, unless "It is determined on a case by case basis that it is not safe for the bus driver to wear a facial covering." Any staff, student, or driver unable to wear a mask due to a medical condition must provide medical documentation.
- Require bus drivers, weather permitting (no precipitation, temperature above 55 degrees F), to keep windows open on the bus both en route and when stopped.

### Medically Vulnerable Students and Staff:

***Trillium Academy will adopt the following “Strongly Recommended” Safety Protocols from the Michigan Return to School Roadmap***

- Staff should 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.

### **Trillium Academy will:**

- Identify all health care plans, IEPs, IFSPs, and 504 plans
- Require knowledgeable staff (e.g., nurse, special education teachers, 504 coordinator) to review plans to identify those that require additional accommodations related to COVID-19. Consult [CDC guidelines](#). For example, there are exemptions to wearing face coverings for students with certain conditions. Update plans as needed.

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

***Trillium Academy will adopt the following “Strongly Recommended” Safety Protocols from the Michigan Return to School Roadmap***

- Encourage schools to 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.
- Establish and communicate to all staff guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams.
- Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.

- Encourage the identification of a point person or establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.
- Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).
- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.
- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
- Provide resources for staff self-care, including resiliency strategies.
- Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
- Leverage MDE resources for student and staff mental health and wellness support.
- Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
- Communicate with parents and guardians, via a variety of channels, return to school transition information including:
  - Destigmatization of COVID-19;
  - Understanding normal behavioral response to crises;
  - General best practices of talking through trauma with children; and
  - Positive self-care strategies that promote health and wellness.

**Trillium Academy believes:**

That mental and social-emotional health is a critical and foundational piece to the success of this coming year. Although we understand the “requirements” stated in the roadmap are minimally stated, we wholeheartedly believe this work and intentional planning will make or break every other part of the living-work plan. Therefore, we will elaborate on our plan to support our school community which includes students, families and community, instructional staff, support staff, administration and other school leaders.

**Trillium Academy will:**

- Make available a mental health screening by a trained professional, to support students as necessary. Any screening will be compliant with HIPAA and FERPA policies. Screening instructions will be offered verbally to younger student and will provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines

- Establish and communicate guidelines to all staff regarding identification and rapid referral of at risk students to appropriate building-level support teams.
- Provide staff with resources, training/professional development as well as needed tools, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma as needed and available.
- Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).
- Compile and regularly update a comprehensive list of wellness resources available to both staff and students that will be available in conjunction with screening activities, and that reference school and community wellness resources. Parents will be granted access to resources and tools via GVSU Parent Support Portal:  
[https://content.govdelivery.com/attachments/MIMDE/2020/04/02/file\\_attachments/1417463/Self-care%20for%20Times%20of%20Crisis.pdf](https://content.govdelivery.com/attachments/MIMDE/2020/04/02/file_attachments/1417463/Self-care%20for%20Times%20of%20Crisis.pdf)  
 In addition, we continue to partner with our third party vendor that supplies social work services, counseling and other needs based mental health resources. When it becomes evident these services are needed, we are able to partner with them and coordinate the services with the family and students.
- Utilize our monthly One on One meeting structure to include protocols that evaluate the physical and mental health status of our school staff.
- Provide resources for staff self-care, including resiliency strategies.
- Will designate our School Social Worker as our mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
- Leverage MDE resources for student and staff mental health and wellness support as well as activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, ClassDojo, designated email).
- Communicate with parents and guardians, via a variety of channels(Facebook, ClassDojo etc.) return to school transition information including:
  - Destigmatization of COVID-19
  - Understanding normal behavioral response to crises
  - General best practices of talking through trauma with children
  - Positive self-care strategies that promote health and wellness.
- Trillium Academy will not require mental health screening for all students by a trained professional.

## **Phase 5 Instruction**

Governance:

***Trillium Academy will adopt the following “Strongly Recommended” Safety Protocols from the Michigan Return to School Roadmap***

1. Create a district Return to Instruction and Learning work group, potentially led by the Director of Curriculum, Chief Academic Officer or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:
  - a. Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
  - b. Revise the district’s remote learning plan to incorporate the feedback received, and input from stakeholders, to improve its effectiveness.
  - c. Share the district’s remote learning plan with all involved stakeholders in case of a return to remote learning.

**Instruction:**

**Trillium Academy will:**

- Survey families to discern interest in either in-person instruction or virtual learning.
- Following the results of the survey given to families, offer two modes of instruction for students starting in the Fall.
  - Families may choose in-person instruction which will be 5 full days in the classroom, following strict social distancing, hygiene and safety protocols.
  - Families may choose fully virtual instruction. Each grade level will have a certified teacher leading virtual instruction through either Zoom or Google Meet platforms.
- Revise the Continuity of Learning Plan to provide for more rigorous virtual learning.
  - Teachers will be providing synchronous learning in content area blocks to students. Students will be given opportunities for break out sessions to complete classwork in small groups with the teacher assisting.
- Share the school’s remote learning plan with all involved stakeholders in case of a return or chosen option to remote learning.
- Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation.
- Consult MDE for high-quality digital resources.
- Make expectations clear to teachers around remote instruction that will include:
  - Best practices for remote learning
  - Grade-level proficiencies
  - Modes of student assessment and feedback
  - Differentiated support for students
  - Inclusion of social-emotional learning
  - Guidance around daily instructional time and workload per different grade levels to ensure consistency for students.

- Continue to embrace and lead with our Vision Statement in mind. “Educating your child like our own.” Whether that may be with in person instruction or virtual learning.
- In conjunction with our school Vision Statement, set an instructional vision that ensures that:
  - Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject
  - Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using all assessments (W-APT, DRA, NWEA, WIDA.)
  - Every students’ academic and social-emotional needs will be addressed.
- Revise students’ IEPs and 504 plans in coordination with general and special education teachers to reflect the child’s evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.

**Communications and Family Supports:**

*Trillium Academy will adopt the following “Strongly Recommended” Safety Protocols from the Michigan Return to School Roadmap*

- Implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:
  - Expectations around their child’s return to school;
  - Clear information about schedules and configurations, if hybrid;
  - Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; and
  - Plans for each of the different school opening scenarios.
- Provide resources that demonstrate schools value parents as partners in their child’s education. Offer family supports that provide families with:
  - Training about how to access and use the school’s chosen digital systems and tools;
  - Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
  - Opportunities to build their digital literacy; and
  - Strategies to support their child’s learning at home.

**Trillium Academy will:**

- Give communications regarding:
  - Expectations around their child’s return to school
  - Clear information about schedules and configurations
  - Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies



- Plans for each of the different school opening scenarios
- Communications given by Edulink will be given on a needs basis.
- Communication to parents through Classroom Dojo is done on a daily basis.
  - Teachers are required to provide daily communication through their own classroom pages with their individual classroom families.
  - Administration communicates frequently (on a weekly basis) with all Trillium families through the Classroom Dojo portal as well. Methods include, but are not limited to, the following:
    - Direct Person-to-Person Telephone Calls when applicable
    - Robo Calls utilizing Edulink
    - Regular US Mail – information mailed to families
    - Email
    - Class Dojo
    - Text Messages
    - Flyers/Newsletters
    - Social Media posting(s)
    - Website posting

Professional Learning:

***Trillium Academy will adopt the following “Strongly Recommended” Safety Protocols from the Michigan Return to School Roadmap***

- Provide adequate time for schools and educators to engage in:
  - Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
  - Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student’s growth and needs with students’ assigned teacher(s) for the 2020-2021 school year;
  - Identify students who potentially need additional support; and
  - Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
- Create a plan for professional learning and training, with goals to:
  - Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
  - Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use; and
  - Build school leaders’ and teachers’ capacity to design and develop blended and remote learning experiences that are equitable and engaging.

## Professional Learning:

### Resources To Support The School Community

Trillium Academy will compile and regularly update comprehensive lists of wellness resources available to our school community that can be provided in conjunction with screening activities, and that reference school and community wellness resources. These will be placed on our website, ClassDojo, and social media so that everyone has quick and easy access to them.

We will provide regular communication to our school community and parents, *via* a variety of channels: school website, social media channels, and our school newsletter. It is important that we provide information about the return to school transition that destigmatizes COVID-19; understanding normal behavioral response to crises; general best practices of talking through trauma with children; and positive self-care strategies that promote health and wellness.

We will maintain a wellness resource page on our website. Our school social worker will create and cultivate content in collaboration with community agencies to ensure the list is comprehensive.

## **Professional Learning Structures:**

### **Professional Learning Communities (PLCs):**

The primary purpose of this work is to ensure learning through Response to Intervention (RTI) where teachers collaborate around the following questions:

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

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

- Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed.
- Identifying students who did not engage in remote learning and develop a plan to provide additional support, if needed. (Will need to work with teachers from 2019-20 to share data and concerns about each student's growth and needs.)
- Identifying students who potentially need support – and plan supports for them.
- Monitoring student work and progress throughout the year, and planning next steps in the learning for students.

### **Resources that support this work:**

- [Collaborative Inquiry Toolkit](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit For COVID-19 Reopening](#)
- [Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math](#)
- [Assessment Guidance Planning Document](#)
- [Formative Assessments in Distant Learning framework](#)

- [Formative Assessment Tips for Remote Learning webinars](#)
- [Grading for Learning: Guidelines for Creating Student Success](#)
- [MSU Reframing Assessments as Tools for Student Support](#)

### **Virtual when necessary:**

We believe that the best professional learning happens when educators can be in a room together – and that part of the time is spent observing classrooms and students in action. For the 2020-21 school year, in addition to classroom observations – we will instead use video where appropriate. We will also be flexible and open to conducting any session virtually as necessary– whether we are open or closed.

### **Time:**

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

- Week of August 17-21, 2020, Week of August 24-28, 2020
- Daily common planning time for teachers
- Last Friday each month Full Day PD for Staff
- School staff meetings reserved for every other Wednesday as needed

### **Professional Learning Topics:**

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

### **Resources that Support Professional Learning in these Topics:**

#### **Well-Being Resources**

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

#### **Equity Resources**

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

## Remote Learning Resources

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

## Other Resources

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

## Phase 5 Operations

### Facilities:

***Trillium Academy will adopt the following “Strongly Recommended” Safety Protocols from the Michigan Return to School Roadmap***

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
  - Advocate for ISDs to coordinate with LEMPs.
- Audit any additional facilities that the district may have access to that could be used for learning.
- Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.
- Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.
- Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- Encourage schools to provide advanced training for custodial staff.
- Custodial staff should continue deep cleaning over the summer.

- Audit all school buildings with a focus on:
  - How many classrooms are available;
  - The size of each classroom;
  - Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
  - The ventilation in each classroom.
- Audit school security protocols to decide if any process changes need to be implemented.
- School security staff should follow CDC protocols if interacting with the general public.
- Maintain facilities for in-person school operations.
  - Check HVAC systems at each building to ensure that they are running efficiently.
  - Air filters should be changed regularly.
  - Custodial staff should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
  - Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.
  - Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- School leaders should conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low-income students, and students with special needs.
- Procure level-1 surgical masks for cleaning and janitorial staff.

Budget, Food Service, Enrollment, and Staffing:

***Trillium Academy will adopt the following “Strongly Recommended” Safety Protocols from the Michigan Return to School Roadmap***

- Support schools in assessing student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).
- Support schools in conducting staff and student outreach to understand who is coming back.
  - For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.
  - Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).

- For students, this should include those with preexisting conditions who may need a remote learning environment.
- Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
- 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.
- Recruit, interview and hire new staff.
- Consider redeploying underutilized staff to serve core needs.
- Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.
- Communicate any student enrollment or attendance policy changes with school staff and families.
- Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
- Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
- Inventory how many substitute teachers are available.
- Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
- Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- Work with school leaders to orient new school staff to any operational changes.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

**Trillium Academy will:**

- Have a consistent arrival time for all students, with students entering through different entrances of the building.
  - Each entrance will be marked to ensure social distancing is taking place.

- Each entrance will have a staff member present to take the temperature of each student and ensure each student has on a facial covering.
- Has addressed staffing needs and hired new staff members to replace those who left due to varying reasons.
- Inventory affiliated substitute teacher companies to assess the number of substitute teachers available.
- Build and edit all back to school communications that will include new policies and procedures.
- Hired additional staffing to support a routine sanitation schedule
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, and lunch schedules with safety protocols in mind.

Technology:

***Trillium Academy will adopt the following “Strongly Recommended” Safety Protocols from the Michigan Return to School Roadmap***

- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- Designate a single point of contact in each school to plan and communicate with district technology teams.
- Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.
- Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
- Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology. (For example, the existing parent organization may be able to fulfill this role).
- Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should include:
  - Safely bagging devices collected at schools;
  - Sanitizing the devices prior to a repair or replacement evaluation;
  - Ordering accessories that may be needed over the summer; and
  - Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
- Identify an asset tracking tool.
- Identify a vendor to assist with processing, returning, and maintaining devices, if needed.

- Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
- Develop a technology support plan for families.



## Van Atten-Densmore, Amy Sue

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**From:** COVID-19 Preparedness and Response Plan <MDE-GEMS@michigan.gov>  
**Sent:** Tuesday, August 11, 2020 1:20 PM  
**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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GOVERNOR

MICHAEL F. RICE, Ph.D.  
STATE SUPERINTENDENT

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

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