



Barack Obama Leadership Academy COVID-19 Preparedness and Response Plan

Address of School District: 10800 E. Canfield Detroit, MI 48214

District Code Number: 82933

Building Code Number(s): 08572

District Contact Person: Bernard Parker

District Contact Person Email Address: bpogd1949@gmail.com

Local Public Health Department: Detroit Health Department

Local Public Health Department Contact Person Email Address:

Dr. Kenetra Young: yougke@detroitmi.gov • (313) 590-7603 Sarmed Rezzo: rezzos@detroitmi.gov • (313) 720-1335

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Detroit Public Schools Community District

Date of Adoption by Board of Directors: August 5, 2020



Assurances

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

Oluwa Davis
President of the Board of Directors

8/11/2020
Date



Assurance Index

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Introduction and Overview

Preparedness Plan Introduction and Requirements

Under Governor Whitmer’s [Executive Order 2020-142](#) school districts must adopt a COVID-19 Preparedness and Response Plan laying out how they will cope with the disease across the various phases of the [Michigan Safe Start Plan](#). The [Michigan Return to School Roadmap](#) offers a guide to the types of safety protocols appropriate during each phase.

Each district (public, public school academy (PSA), nonpublic, and intermediate school district (ISD) that educates pre-K-12 students) is required to submit a single completed Assurance Document and Preparedness Plan to its Board in time for approval by August 15 or seven days before the first day of school, whichever comes first.

The Preparedness Plan will be collected by the Intermediate School District for public school districts, the authorizing body for public school academies, or the chief/designated school administrator for nonpublic schools for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district’s/PSA’s, or nonpublic school’s public website home page no later than August 17, 2020.

The Barack Obama Leadership Academy

The foundation of our public charter school, now known as the Barack Obama Leadership Academy (BOLA), began with the enactment of Michigan’s charter school law in 1995. Recognizing the need for individualized instruction, diversity in materials, a holistic learning model and fewer students per class, the Timbuktu Academy of Science and Technology was established by E. Malkia Brantuo and former Wayne County Commissioner Bernard Parker.

Under the management of Magnum Educational Management Company and its CEO Bernard Parker, the school is committed to providing holistic academic experiences and resources for its eastside Detroit community.

Beginning with the 2019-2020 academic year, Timbuktu Academy changed its name to the Barack Obama Leadership Academy in honor of President Barack Obama for his leadership characteristics that inspire people across our nation and around the globe and to reflect the integration of the nationally recognized Leader In Me (LIM) program. As one of the first “Leader in Me” schools in the city of Detroit, BOLA is excited to enhance its curriculum to help its students excel in their development and grow exponentially as they discover their leadership ability and build their self-confidence. Following a rigorous and extremely competitive review process, the school was selected as a 21st Century After School program location to provide academic enrichment opportunities during non-school hours for children, particularly students residing in disadvantaged communities.

Mission Statement:

At the Barack Obama Leadership Academy, we are dedicated to providing the highest quality educational experience and to develop and build upon the leadership characteristics that are inherent in all children.

Vision Statement:

To build and maintain a model child-centered institution that develops leaders of tomorrow.

Values:

On a daily basis, each staff plays an important role in the collective fulfillment of Our Mission. Our values—that is, what we hold dear—make fulfilling the mission possible.

We value...

1. African-Centeredness
2. Applied / Experiential learning
3. Holistic learning
4. Integrity in thought and deed
5. Nurturing learning community
6. Self-Determination

The Board of Directors, Administration, and Staff at BOLA hold firm the belief that in order to engage students in high quality learning, they must collectively develop a plan to meet student’s academic needs while maintaining the health and emotional well-being of all stakeholders as the highest of priorities every day, but most urgently during this unprecedented time in education.

Preparedness and Response Planning Committee

In response to the request for a Preparedness and Response Plan, BOLA combined its Return to School Committee and its Curriculum Committee to create a Preparedness and Response Planning Committee. This committee has researched and developed the plan and its implementation process with the input of guidance from stakeholder [surveys](#), the [Center for Disease Control](#), as well as the [Michigan Return to School Roadmap](#).

The Committee met 5 times, to develop a plan that reflects their commitment to ensuring a high-quality education in the safest manner possible. Guided by their Mission, Vision and Values, and the belief that a well-rounded, holistic approach to learning, where students and staff feel safe, valued and prioritized, they developed a plan to ensure the delivery of high quality education while keeping the safety of all stakeholders during the COVID -19 pandemic a top priority.



Meeting dates

July 6, 20
July 10, 20
July 15, 20
July 20, 20
July 29, 20

Members

Bernard Parker	Administration
Cha-Rhonda Edgeron	Co-Principal
Kimberly Pritchett	Co-Principal
Carla Washington	Family service/Staff
Lorine Mays Parker	Volunteer
Paula Jordon	Transportation/Staff
Marvis Cofield	Community
Alrita Williams	Teacher
Victoria Nondabula	Para Professional
Thyis Thomas	Teacher
Rina Flow	Teacher
John Oliver	Dean of Achievement
Will Bridgewater	Para Professional
Karen Brown	Teacher
Lynette Bankhead	Parent
Lacreashia Snead	Parent
Conderidge Smith	Teacher



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

Phase 1, 2, or 3 Safety Protocols

During Phases 1-3 it is widely recognized and understood that:

- Community spread of the virus is increasing and substantial
- There is concern about health system capacity
- Testing and tracing efforts may not be sufficient to control the spread of the pandemic (MI Safe Schools Roadmap)

Safety Protocols

In accordance with the safety protocols are REQUIRED in MI Safe Start Phases 1-3 Barak Obama Leadership Academy will enact the following safety protocols during Phases 1-3

Personal and Protective Equipment and Hygiene

→ Schools are closed for in person instruction (IPI).

Spacing and Movement

- Schools are closed for in person instruction (IPI). Employees and contractors will be required to have temperature taken on arrival and wear mask.
- The school will not be used for day care.
- Instructional staff will have the option of working remotely or use the building.
- Office staff deemed essential will be required to be present during the week as deemed necessary by the administration.
- Contractors for building maintenance will be retained as deemed necessary and work throughout the week practicing social distancing, wearing PPE and following all CDC Guidelines for safety.

Screening Students

→ Schools are closed for in person instruction (IPI).

Response to Positive Tests Among Staff and Students

→ Schools are closed for in person instruction (IPI).

***Food Service, Gatherings and Extracurricular Activities**

In 2019-20 school year, BOLA had 97% of students that qualified for free or reduced lunches. This demonstrates a pronounced need for our food service program to continue services to our students and community in the event we enter into phase 1, 2 or 3. It is the intent of BOLA to continue to serve students under these guidelines.

BOLA will coordinate with our approved food service provider to provide a “grab and go” container that will contain breakfast and lunch food for students and community based on USDA food nutrition requirements.

There will be two methods of distribution:

1. **ONSITE** distribution: Located at the BOLA school building, at 10800 E. Canfield Detroit MI. from 10 a.m. to 2 p.m. Monday thru Friday. Grab bags will be distributed from the front door to students and the community.
2. **OFFSITE** distribution: Grab bags taken to two housing projects; Parkside homes, where we have over 50 students, located at Warren and Connors and Fairview Homes, where we have 25 students, located at Mack and Fairview. The bus will remain at these locations from 11 to 1 PM and provide grab bags to students and the community.

We will communicate times and days to parents, students and the community through direct mailing, Robo calls, website and flyers.

Staff will be assigned to set up, distribute, clean-up and record the daily food distribution. Any remaining grab bags will be recorded and stored in order to use at a later date.

We will not gather or have extracurricular activities in Phases 1-3.

Food Services Budget for In-Person and Remote Learning: \$248,394.60

Athletics

→ Schools are closed for in person instruction (IPI).

Cleaning

→ While building is closed for IPI, maintenance staff will be reduced to 2 people responsible to clean touch points in occupied areas and restrooms throughout the day. Restrooms and touch points will be sanitized in the evening.

Busing and Student Transportation

→ All bussing of students will be suspended during this phase

***Food Service**

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Staff will be assigned to set up, distribute, clean-up and record the daily food distribution. Any remaining grab bags will be recorded and stored in order to use at a later date.

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

BOLA will take all measures to ensure that students and staff are provided with mental and social-emotional support during Phases 1-3. The academy has employed a Social Emotional Learning (SEL) Specialist who is degreed in Social Work. The SEL Specialist will facilitate daily 50 minute remote sessions for all K-5 students on self-management and social awareness to help ease the emotions associated with trauma, environmental and social issues, the pandemic and loss of instructional time spent on campus. This SEL course adheres to all MDE requirements. The SEL Specialist along, with the school's Social Worker, will provide school-based universal mental health screening. The screening will provide information about the emotional and behavioral health of students and school-level functioning and will be an essential component of how the students' needs are to be addressed.

BOLA will implement a communication plan for students, parents and staff members who are in need of mental and social-emotional support. The communication plan will define the referral protocols for the building level support teams –who are comprised of the SEL Specialist, Social Worker, and administration. The entire staff will receive professional development training on:

- Integrating Social Emotional Learning Into Culturally Responsive Classrooms
- Creating a Professional Culture Based on Social Emotional Learning
- SEL: Trauma Informed Support

Ongoing professional development training will be provided to the staff on self-care by the Leader in Me Representative. Resources on self-care from MDE and Wayne RESA will be available for staff and students.

Furthermore, BOLA will establish a Crisis Management Plan (CMP) in the event of a death of a student, staff member due to COVID-19. The CMP includes the communication protocols,



escalation framework, public relations briefing –spokesperson response and social media response, and grief counseling. The CMP will be part of the professional development training for the staff.

Phase 1, 2, or 3 Instruction

Governance

In response to the request for a Preparedness and Response Plan, BOLA combined its Return to School Committee and its Curriculum Committee to create a Preparedness and Response Planning Committee. This committee has researched and developed the plan and its implementation process with the input of guidance from stakeholder [surveys](#), the [Center for Disease Control](#), as well as the [Michigan Return to School Roadmap](#).

The Committee met 5 times, to develop a plan that reflects their commitment to ensuring a high-quality education in the safest manner possible. Guided by their Mission, Vision and Values, and the belief that a well-rounded, holistic approach to learning, where students and staff feel safe, valued and prioritized, they developed a plan to ensure the delivery of high quality education while keeping the safety of all stakeholders during the COVID -19 pandemic a top priority.

Remote Instruction

Delivering a Standard Aligned curriculum with remote learning

Prepare Technology Survey for students and parents

Identify our Learning Management Systems (LMS)

Review the LMS to make sure it provides teachers and students with the ability to:

- Deliver instruction
- Retrieve activities for practice
- Submit assignments

Secondary Learning Management System

- Zoom/Meet/Teams to deliver instruction
- Google Classroom to retrieve activities and submit assignments
- G – Suite to provide students a platform to practice activities and share with teachers.

Curriculum Improvement

Prepare a pre-test assessment for each grade level K-5 (Study Island)

(Six total pre-test assessments from each grade level will be submitted to the administration)

- Use Study Island and power standards to create unit pre and post-assessments
- Choose a learning style survey to identify how students learn [Sample Survey](#)

IEP and 504 Support

- Identify the support team and share their contact information with teachers and parents
- Special Education Teachers
- General Teachers
- Reading Specialist
- Paraprofessionals Etc.
- Virtual Collaboration between general teachers, special education teachers, and parents to provide an appropriate evaluation.
- Provide virtual instruction in the least restricted environment (Virtual Classroom)

No instruction provided in a separate virtual classroom.

- Upload instructional videos for students to review if they are experiencing challenges
- Consistent communication with parents about student improvement and accommodations with IEPs and 504 Plans

Communication and Family Support

- Provide a schoolwide call system, email, text, and home visits to communicate with parents about day-to-day operations.
- Daily Instructional Time – 50 minutes per subject/ 25 minutes for instruction / 20 minutes for activities / 5 minutes to submit assignments.
- Record the 25 minutes instructional session to upload to the learning management system for students who may need more time or who may have missed the daily instruction.

Professional Learning

Create a virtual classroom procedure for instruction to meet the needs of every student. The procedure should align with the 50-minute timeframe for each subject.

[Lesson Plan Template](#)

- Learning Objective/Content – What students will learn
- Class Activity/Process – Daily Practice
- Student Outcome/Product – What will students be able to do after the lesson is complete
- Weekly faculty meetings to share knowledge and continuously use data to drive instruction.
- Create professional learning communities to align and improve virtual learning experiences.



Monitoring

- Connectivity access – prepare a survey for parents to provide information about adequate connectivity and devices to ensure each student receives the appropriate online learning experience.
- Attendance – The administration will provide a communication log which consists of:
 - Virtual attendance – Present or Not Present
 - Instructional method – Hard copy packets or LMS assignments and activities
 - Contact method – Email, Phone call, text message, and student video meeting
 - Details discussed – Assist parents, schedule additional time, and multiple communications

*As a K-5 district, BOLA will not need to service students who are transitioning to postsecondary

Projected Student Enrollment: 350

Phase 1, 2, or 3 Operations

Facilities

Audit necessary materials and supply chain for cleaning and disinfection supplies.

- Identify materials and objects that must be sanitized thoroughly and often
- Choose the appropriate cleaning disinfection to clean and maintain a safe environment
- Locate the appropriate vendor to supply cleaning solution and materials

Continue to maintain schools in good working order to prepare for the subsequent return of students.

- Ensure the building is clean and sanitized
- Adhere to the CDC guidelines to practice social distancing and wearing masks as often as possible.
- Ensure cleaning supplies and materials are adequately stocked

Execute school cleaning and disinfection protocols according to the CDC School Decision Tree.

- Confirm the person with Covid-19 CDC Decision Tree
- Isolate the location of the confirmed case
- Contact local health officials to communicate a dismissal decision and course of action
- Contact Parents
- Communicate the decision of the local health officials with staff/parents/and Students
- 2-5-day dismissal to clean/disinfect/and contact trace
- Determine the appropriate plan of action with health officials to extend dismissal or reopen.

Custodial staff are recommended to wear surgical masks when performing cleaning duties.

- Provide proper equipment for the custodial staff
- Enforce regulations and guidelines when performing cleaning duties
- Secure the building to ensure the safety of the custodial staff and others

Budget, Food Services, Enrollment and Staffing

- Admin team will budget for In-Person Instruction and Remote, new staffing needs, and resources needed for both learning options
- Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.
- Allocation from CARES will be used for PPE, technology, increased cleaning cost and staffing (temp. checks and mask)
- Create master schedules for remote learning to meet the state requirement for instruction
- Build a schedule for door to door delivery of breakfast and lunch for students on bus routes
- Staff teachers for remote learning

ISDs and schools should create a contingency plan to coordinate the use of school buildings for essential actions including elections, food distribution, and childcare, particularly for essential workers.

- Designate a location to host each essential action
- Provide clear directions to locate the designated area
- Adhere to CDC guidelines to practice social distancing and wearing masks at all time
- Post signs throughout the designated area to remind and encourage visitors to practice following the CDC guidelines
- Sanitize locations before and after each event

Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.

- Contact Wayne County's [LEMP](#) Director

Sturdivant, Tadarial
Director of Homeland Security & Emergency Management
(734) 728-3711
Tstrudiv@waynecounty.com

- Briefly discuss our day-to-day operations and requirements for the custodial staff
- Provide a list of cleaning supplies and materials
- Align our procedures and guidelines with the local emergency management programs

Technology

Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.

- Create a technology survey for parents
- Probe questions to identify technology capabilities
- Review the data and ensure every student receive WIFI services and a Chromebook

Designate a single point of contact in each school to plan and communicate with district technology teams.

- Mr. John Oliver Ed.S.
- joliver@obamaacademy.org
- 313-823-6000

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.

- Train staff with the districts learning management systems
- Create a support team/person to support students, parents, and teachers on the LMS
- Training will focus on three major categories for student success
 - Instructional platform for virtual classrooms
 - LMS to retrieve lessons to practice
 - Submitting assignments and assessments

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.

- Develop a PTO technology survey about the resources the district will provide students
- Create guidelines for the distribution of technology
- Support parent volunteers

Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.

- Mr. John Oliver Ed.S.
- joliver@obamaacademy.org
- 313-823-6000

Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology and serve as a “help desk.”

- Train technology liaison on common troubleshooting issues
- Train technology liaison on the district’s Learning management system
- Support the technology liaison with challenges and issues

Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan.

- Create a calendar and timeframe for each grade-level to return technology
- Designate a location in the building to collect equipment
- Wear safety gloves and masks when servicing parents and students
- Sanitize all devices and accessories
- Create a Log for damaged or missing equipment
- Troubleshoot all devices

Identify an asset tracking tool

The Academy will track the devices using Google Sheets to include contractual agreement, serial number of devices, login access control and occasional inventory of equipment during virtual learning.

Identify a vendor to assist with processing, returning, and maintaining devices, if needed.

Dave Godlewski
Network Administrator
Barack Obama Leadership Academy

Develop on-site triage of staff and student devices to minimize the time that staff may be without a device

- Create a form that will sort technology based on needs
- Train on-site triage with simple troubleshooting procedures
- Provide on-site triage with the contact information for technology support
- Support the triage team with anything needed

Prepare the Infrastructure Evaluation process. Every WIFI access point and wired network device should be tested.

- Create an infrastructure evaluation form
- Develop a walkthrough procedure to identify access points and network devices
- Test technology

Develop a technology support plan for families

- Provide technology care procedures (District Website)
- Provide parents with a contact number to the on-site technology team (District Website)
- If possible, utilize zoom from computer to phone to visually see issues and help with troubleshooting technology

Continue to monitor device usage and compliance with online learning programs

Barack Obama Leadership Academy will continue to review district's technology policies and procedures to provide an appropriate learning experience and monitor the day-to-day operations to ensure device

usage remain compliant. Frequently check the data for usage of assigned lessons. Teachers will be required to submit a weekly log on learning programs.

Contractual agreement between parent and student is required prior to the issuance of a device.

Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access

- Provide training to parents, students, and teachers on using our learning management system
- Provide parents with a contact number to the on-site technology team (District Website)

Ensure that students can submit assignments and be evaluated accordingly

- Utilize the option to submit assignments electronically to create routine
- Provide training to parents, students, and teachers on using our learning management system

Schedule ongoing staff training on platforms and tools

- Continue to expand the capabilities of the district's learning management system

Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.

- Review our technology policies and procedures to align and support virtual learning requirements
- Ensure procedures explain who to contact for issues and how to maintain all devices
- Create forms to submit for accidental damage, theft, and loss of technology

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

- Create a timeframe for a schoolwide connection day
 - 1st 2 weeks of school
 - In-person or virtual
 - 10min. timeframe

- Ensure all students are connected to continue learning

Staff Compensation

BOLA administration confirms that all staff will have the opportunity to earn their regular salary or wages regardless of their exempt or non-exempt status (hourly or salaried). In the event a regular staff person does not report to an assignment, the usual BOLA employee policies will be used to determine their payment status. (i.e. If a staff doesn't report to work or leaves before their



assigned time, they can use their leave time and would receive their pay accordingly.) When a staff member has used all of their leave time their pay will be reduced to hours they worked.

Essential work

Teachers and Para Pros- providing virtual lessons each day Monday thru Friday for at least 6 hrs a day. Communicating by phone with parents and students weekly to address any concerns.

Teachers will be required to turn in deliverables weekly. Failure to complete these deliverables the first time will result a reduction in pay:

- The first occasion of non-compliance will result in a 10 hours reduction in pay.
- The second occasion of non-compliance will result in 15 hr reduction in pay.
- The third occasion of non-compliance, the teacher or Para Pro will be subject to suspension with no pay.
- The fourth occasion of non-compliance, employee will be terminated.

Hourly employees- Bus drivers, bus aides, food service aides will be assigned to distribute food at both locations. They may also be assigned to do mailing, office work or other tasks as needed, that will enhance the student learning.

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

Phase 4 Safety Protocols

During Phase 4 it is widely recognized and understood that:

- The number of new cases and deaths has fallen for a period of time, but overall case levels are still high.
- Most new outbreaks are quickly identified, traced, and contained due to robust testing infrastructure and rapid contact tracing.
- Health system capacity can typically handle these new outbreaks and there for case fatality rate does not rise above typical levels.
- The overall number of infected individuals still indicate the need for distancing to stop transmission and move to the next phase.

Safety Protocols

In accordance with the safety protocols are REQUIRED in MI Safe Start Phase 4 Barak Obama Leadership Academy will enact the following safety protocols during Phase 4

Personal Protective Equipment



- All staff is required to wear a mask except during mealtimes.
- K-5 students will be issued a mask daily for use throughout the building, either while entering the bus or entering the building.
- Students are not required to wear the mask in the classroom, but are required to wear them in the hallway, bathrooms, and other common areas.
- Anyone who cannot medically tolerate a mask must provide documentation for their doctor.

Hygiene Requirements

- Hand sanitizing units are installed in each classroom, outside each bathroom in every hallway, in the gym/cafeteria and the auditorium.
- All consumables are checked daily by maintenance and replenished as needed throughout the day, and in the evening.
- Hand sanitizing pump bottles are located at the building entrance.
- Classrooms equipped with sinks will have disinfectant soap supplied daily.
- All classrooms have paper towels and disinfectant wipes.
- Hand washing posters will be posted in each classroom and every student and staff restroom, kitchen and staff lounge.
- Teachers will be demonstrating the proper hand washing techniques to students prior to restroom breaks until they deem students have reached a level of understanding.
- Posters with proper coughing techniques and tissue disposal will be posted in each classroom and gym.
- Students and teachers are required to wash hands before and after meals.

Spacing, Movement and Access

- School will use 4 separate entrances to facilitate the flow of students to enter and exit the building.
- Breakfast and lunch will be delivered to classrooms.
- Specials teachers will come to the classroom.
- Hallway floors will be marked for social distancing.
- PPE and hand sanitizing required for all staff and guests before entering the building.
- Student desks will be spaced to limit the number of students to 15 per classroom.
- Foyers and main office will be marked for social distancing.
- Outdoor classrooms will be refurbished in the garden and playground park areas.

Screening Students and Staff

- COVID-19 screening and reporting for students and staff.
- All students, staff, visitors will be require a temperature check upon entering the building. Required to clean hands with sanitizer, and required to wear a mask (students may remove mask in the classroom).



- Persons with a temperature above 100.4 degrees will not be allowed to enter the building. Students with a temperature above 100.4 degrees will not be allowed to board the bus in the morning.
- Students in the building with elevated temperatures will be sent to a containment room, with a mask, and wait until they are picked up or transported home.

Food Service, Gatherings and Extracurricular Activities

- No field trips.
- Indoor assemblies will be eliminated.
- Afterschool activities will require the use of mask and socially distant.

Athletics

- No athletic programs.

Cleaning

- Frequently touched surfaces including light switches, doors, benches, bathrooms, will undergo cleaning at least every four hours with an EPA approved disinfectant or bleach solution.
- Libraries, computer labs, arts and other hands on classrooms must undergo cleaning after every class period with an EPA approved disinfectant or bleach solution.
- Student desks will be wiped down after every class period with an EPA approved disinfectant or bleach solution.
- Playground structures will continue to undergo normal routine cleaning using with an EPA approved disinfectant or bleach solution.
- Staff must wear gloves, surgical mask and face shield when performing all cleaning activities
- Staff will be trained on the safe and correct usage and storage of cleaning and disinfection products

Busing and Student Transportation

- Bus driver and aide will wear mask and gloves.
- Aides will take student temperatures and provide each student a mask before boarding the bus during pick-up.
- Students will use hand sanitizer on bus prior to taking a seat.
- Each student will have an assigned seat.
- If temp is above 100.4 they will have to go back into the house.



- Bus drivers and aides will be trained on how to sanitize the buses and will clean and sanitize the buses after each use.
- If a student falls ill during school the parent will pick them up if possible, or other arrangements will be made to have the student transported home.
- Windows will be opened when cleaning the bus and transporting students, weather permitting.

Food Service

- Student breakfasts and lunches will be delivered to each classroom
- Staff and students will be required to wash hands and wipe their desk/table
- Students will place waste in garbage can and place it outside the door
- All meals will meet USDA requirements
- Once weekly salad bar/and fresh fruit will be taken to classrooms in addition to standard meal.

Positive COVID Case for Staff or Student

- Confirm the person with Covid-19 CDC Decision Tree
- Isolate the location of the confirmed case
- Contact local health officials to communicate a dismissal decision and course of action
- Contact Parents
- Communicate the decision of the local health officials with staff/parents/and Students
- 2-5-day dismissal to clean/disinfect/and contact trace
- Determine the appropriate plan of action with health officials to extend dismissal or reopen.

*BOLA will not implement actions in the section Medically Vulnerable Students & Staff that are strongly recommended: Systemically review all current healthcare plans, IEPs, Family Service Plans or 504. Nor will the academy create a process for students/families and staff to self-identify as high-risk due to COVID-19.

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

BOLA will take all measures to ensure that the students and staff are provided with mental and social-emotional support during Phase 4. The academy has employed a Social Emotional Learning (SEL) Specialist who is degreed in Social Work. The SEL Specialist will facilitate small group sessions of no more than 15 students per class on campus. The SEL course will target self-management and social awareness skills to help ease the emotions associated with trauma, environmental and social issues, the pandemic and loss of instructional time spent on campus. The SEL Specialist along with the school's Social Worker will provide school-based universal mental health screening. The screening will provide information about the emotional

and behavioral health of students and school-level functioning and will be an essential component of how the students' needs are to be addressed.

Barack Obama Leadership Academy will implement a communication plan for students, parents and staff members who are in need of mental and social-emotional support. The communication plan will define the referral protocols for the building level support teams –who are comprised of the SEL Specialist, Social Worker, and administration. The entire staff will receive professional development training on:

- Integrating Social Emotional Learning Into Culturally Responsive Classrooms
- Creating a Professional Culture Based on Social Emotional Learning
- SEL: Trauma Informed Support

Ongoing professional development training will be provided to the staff on self-care by the Leader in Me Representative. Resources on self-care from MDE and Wayne RESA will be available for staff and students.

The academy will establish a Crisis Management Plan (CMP) in the event of a death of a student, staff member due to COVID-19. The CMP includes the communication protocols, escalation framework, public relations briefing –spokesperson response and social media response, and grief counseling. The CMP will be part of the professional development training for the staff.

Phase 4 Instruction

Governance

In response to the request for a Preparedness and Response Plan, BOLA combined its Return to School Committee and its Curriculum Committee to create a Preparedness and Response Planning Committee. This committee has researched and developed the plan and its implementation process with the input of guidance from stakeholder [surveys](#), the [Center for Disease Control](#), as well as the [Michigan Return to School Roadmap](#).

The Committee met 5 times, to develop a plan that reflects their commitment to ensuring a high-quality education in the safest manner possible. Guided by their Mission, Vision and Values, and the belief that a well-rounded, holistic approach to learning, where students and staff feel safe, valued and prioritized, they developed a plan to ensure the delivery of high quality education while keeping the safety of all stakeholders during the COVID -19 pandemic a top priority.

Instruction

Activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials.

- The district's hybrid model will consist of hard copy instructional packets and learning management systems (Study Island, Journeys, and Think Central) to maintain the continuity of learning. Surveys are provided to families to collect data about devices and technology needs to provide each student with adequate instruction and learning experiences.

Make expectations clear to school leaders and teachers around hybrid or remote instruction

- Share the in-person and virtual day-to-day operational procedures with stakeholders to be transparent and provide guidelines for student success. Expectations will consist of learning the different types LMS required to provide an appropriate education, daily classroom procedures to align with district's instructional protocol (Virtual and In-person), and rules and consequences to monitor behavior and provide restorative justice.

Set an instructional vision (Phase 4 and 5)

- Our instructional vision is to provide every student with an appropriate education using quality instructional resources and a curriculum that aligns with common core state standards. To meet the needs of every student we will assess prerequisite skills for grades K-5 to drive instruction and apply a social and emotional learning curriculum to improve relationship building and decision making.

Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards. (Phase 4 and 5)

- Barack Obama Leadership Academy will provide pre-test assessments centered around power standards at the beginning of the year to meet students where they are and develop growth margins. Platforms such as Study Island, Journeys and Think Central align grade-level curriculum with common core standards to provide students with engaging educational experiences. Students will transition to hands-on lessons, physical collaboration and field trips.

Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs. (Phase 4 and 5)

- The support team of teachers, educational specialist, parents and students will collaborate to provide an appropriate evaluation in-person or remotely to determine the type of services needed for each student. The evaluation will use data to identify challenging areas and align those areas with programs and resources provided by the district to meet individual needs.

Inventory all intervention programs and services available to students on the district and school level and identify any gaps. (Phase 4 and 5)

- The district will review school process data to compile a list of intervention programs and services available to students. Demographic, perception, and participation data will be used to identify if services are being utilized or if other programs and services should be implemented. This process will be a continuous evaluation to provide relevant and current learning experiences and support for all students.

Remain connected with MDE about policies and guidance. (Phase 4 and 5)

- The district will remain connected with MDEs policies and guidance by reviewing state updates and adjusting district policies to align with state requirements. The district and the administration will be current, transparency, and flexible to remain compliant.

Ensure that every student: (Phase 4 and 5)

Has access to standards-aligned, grade-level instruction, including strategies to accelerate student learning.

- Each student will receive standard-aligned, grade-level instruction which will be driven by data collected from process and product data. Lessons will be tailored to meet students where they are to provide a rigorous education for every student. This will be provided through pre-assessments, curriculum maps for day-to-day learning, and lesson plans developed from units of study to meet the needs of every student.

Is assessed to determine student readiness to engage in grade-level content

- Every student will be assessed using power standards from the learning platform Study Island. The LMS align lessons, activities, and assessments with common core state standards. The curriculum will require pre and post-assessments each quarter to assess student growth.

Is offered scaffolds and supports to meet their diverse academic and social emotional needs.

- Learning strategies such as scaffold lessons, demonstration, problem-based learning and other effective teaching methods will be provided through training on how to adapt instruction to accommodate a variety of learning needs. The accountability for providing gradual release will be reflected in lesson plans, instruction, and activities.



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- The district will maintain accountability for curriculum pacing through weekly review of lesson plans, activities, and assessments. Each learning management system will allow teachers and administrators to review formative, interim and summative data and challenge students by adjusting features of difficulty to meet students where they are using the district's learning platforms.

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- The support team will host a meeting with parents and students to review goals and needs to accommodate learning during in-class and virtual sessions. The meeting will discuss students' daily activities and norms to provide resources and services for academic, social, and emotional growth.

Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs. (Phase 4 and 5)

- The administration will meet continuously with the curriculum team to discuss curriculum resources, professional development opportunities, and support request by teachers and the support team. The curriculum team will align evolving technology, professional development, and training with standards to build a consensus and support the school's vision.

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.

- The district will set an expectation for digital tools by utilizing technical resources and providing adequate training with LMS to develop a routine and build confidence, so stakeholders are comfortable with online learning.

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. (Phase 4 and 5)

- Barack Obama Leadership Academy will follow the daily operational requirements put in place by the district for in-person and remote safety measures and follow them accordingly.

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. (Phase 4 and 5)

- Provide parents, students, teachers, and administration with one and two-way communication through a schoolwide call system, email messages, phone text, and home visits to communicate day-to-day operations.

Instruction When Schools Reopen for In-Person or Hybrid Instruction

- Connectivity access – prepare a survey for parents to provide information about adequate connectivity and devices to ensure each student receives the appropriate online learning experience.
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Communication and Family Supports

Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families. (Phase 5)

- The district will develop a parent teacher organization that will survey parents to identify strengths and abilities to establish school participation and develop digital literacy. The PTO will meet with stakeholders to provide their input and incorporate a parent involvement calendar to support learning experiences.

Professional Learning

Provide adequate time for schools and educators to engage (Phase 5)

- The district will provide teachers with time to develop a consensus in a professional learning committee. We will establish a norm and look towards research and practice to find solutions to problems. Teachers will share challenges they are experiencing and listen to solutions from other teachers to change outcomes.

Create a plan for professional learning and training, with goals (Phase 5)

The administration will provide professional learning and training with:

- LMS – To enhance instruction and learning experiences for students.
- Restorative Justice – To redirect behavior and build relationships
- Equity – To tailor lessons and experiences
- Collaboration – To provide leadership opportunities amongst stakeholders.

Phase 4 Operations

Facilities

Audit necessary materials and supply chain for cleaning and disinfection supplies.

- Identify materials and objects that must be sanitized thoroughly and often
- Choose the appropriate cleaning disinfection to clean and maintain a safe environment
- Locate the appropriate vender to supply cleaning solution and materials

Continue to maintain schools in good working order to prepare for the subsequent return of students.

- Ensure the building is clean and sanitized
- Adhere to the CDC guidelines to practice social distancing and wearing masks as often as possible.
- Ensure cleaning supplies and materials are adequately stocked



Execute school cleaning and disinfection protocols according to the CDC School Decision Tree.

- Confirm the person with Covid-19 CDC Decision Tree
- Isolate the location of the confirmed case
- Contact local health officials to communicate a dismissal decision and course of action
- Contact Parents
- Communicate the decision of the local health officials with staff/parents/and Students
- 2-5-day dismissal to clean/disinfect/and contact trace
- Determine the appropriate plan of action with health officials to extend dismissal or reopen.

Custodial staff are recommended to wear surgical masks when performing cleaning duties.

- Provide proper equipment for the custodial staff
- Enforce regulations and guidelines when performing cleaning duties
- Secure the building to ensure the safety of the custodial staff and others

Budget, Food Services, Enrollment and Staffing

- Admin team will budget for In-Person Instruction and Remote, new staffing needs, and resources needed for both learning options
- Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.
- Allocation from CARES will be used for PPE, technology, increased cleaning cost and staffing (temp. checks and mask)
- Create master schedules for remote learning to meet the state requirement for instruction
- Build a schedule for door to door delivery of breakfast and lunch for students on bus routes
- Staff teachers for remote and In-Person Instruction

ISDs and schools should create a contingency plan to coordinate the use of school buildings for essential actions including elections, food distribution, and childcare, particularly for essential workers.

- Designate a location to host each essential action
- Provide clear directions to locate the designated area
- Adhere to CDC guidelines to practice social distancing and wearing masks at all time
- Post signs throughout the designated area to remind and encourage visitors to practice following the CDC guidelines
- Sanitize locations before and after each event

Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.

- Contact Wayne County's [LEMP](#) Director



Sturdivant, Tadarial
Director of Homeland Security & Emergency Management
(734) 728-3711
Tstrudiv@waynecounty.com

- Briefly discuss our day-to-day operations and requirements for the custodial staff
- Provide a list of cleaning supplies and materials
- Align our procedures and guidelines with the local emergency management programs

Technology

Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.

- Create a technology survey for parents
- Probe questions to identify technology capabilities
- Review the data and ensure every student receive WIFI services and a Chromebook

Designate a single point of contact in each school to plan and communicate with district technology teams.

- Mr. John Oliver Ed.S.
- joliver@obamaacademy.org
- 313-823-6000

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.

- Train staff with the districts learning management systems
- Create a support team/person to support students, parents, and teachers on the LMS
- Training will focus on three major categories for student success
 - Instructional platform for virtual classrooms
 - LMS to retrieve lessons to practice
 - Submitting assignments and assessments

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.

- Develop a PTO technology survey about the resources the district will provide students
- Create guidelines for the distribution of technology
- Support parent volunteers

Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.

- Mr. John Oliver Ed.S.
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Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology and serve as a “help desk.”

- Train technology liaison on common troubleshooting issues
- Train technology liaison on the district’s Learning management system
- Support the technology liaison with challenges and issues

Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan.

- Create a calendar and timeframe for each grade-level to return technology
- Designate a location in the building to collect equipment
- Wear safety gloves and masks when servicing parents and students
- Sanitize all devices and accessories
- Create a Log for damaged or missing equipment
- Troubleshoot all devices

Identify an asset tracking tool

The Academy will track the devices using Google Sheets to include contractual agreement, serial number of devices, login access control and occasional inventory of equipment during virtual learning.

Identify a vendor to assist with processing, returning, and maintaining devices, if needed.

Dave Godlewski
Network Administrator
Barack Obama Leadership Academy

Develop on-site triage of staff and student devices to minimize the time that staff may be without a device

- Create a form that will sort technology based on needs
- Train on-site triage with simple troubleshooting procedures
- Provide on-site triage with the contact information for technology support
- Support the triage team with anything needed

Prepare the Infrastructure Evaluation process. Every WIFI access point and wired network device should be tested.

- Create an infrastructure evaluation form
- Develop a walkthrough procedure to identify access points and network devices
- Test technology

Develop a technology support plan for families

- Provide technology care procedures (District Website)
- Provide parents with a contact number to the on-site technology team (District Website)
- If possible, utilize zoom from computer to phone to visually see issues and help with troubleshooting technology

Continue to monitor device usage and compliance with online learning programs

Barack Obama Leadership Academy will continue to review district's technology policies and procedures to provide an appropriate learning experience and monitor the day-to-day operations to ensure device usage remain compliant. Frequently check the data for usage of assigned lessons. Teachers will be required to submit a weekly log on learning programs.

Contractual agreement between parent and student is required prior to the issuance of a device.

Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access

- Provide training to parents, students, and teachers on using our learning management system
- Provide parents with a contact number to the on-site technology team (District Website)

Ensure that students can submit assignments and be evaluated accordingly

- Utilize the option to submit assignments electronically to create routine
- Provide training to parents, students, and teachers on using our learning management system

Schedule ongoing staff training on platforms and tools

- Continue to expand the capabilities of the district's learning management system

Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.

- Review our technology policies and procedures to align and support virtual learning requirements
- Ensure procedures explain who to contact for issues and how to maintain all devices
- Create forms to submit for accidental damage, theft, and loss of technology

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

→ Create a timeframe for a schoolwide connection day

- 1st 2 weeks of school
- In-person or virtual
- 10min. timeframe

→ Ensure all students are connected to continue learning

Staff Compensation

All staff will be compensated based on their job responsibilities, and in accordance with the Employee Handbook acknowledged during contract signing meeting.

Staffing Budget for In-Person and Remote Learning: \$1.4 Million

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

Phase 5 Safety Protocols

During Phase 5 it is widely recognized and understood that:

- New cases and deaths continue to decrease for an additional period of time.
- At this point, the number of active cases has reached a point where infection from other members of the community is less common.
- With widespread testing, positivity rates often fall much lower than earlier phases.
- Rapid case investigation, contact tracing, and containment strategies cause new cases to continue to fall

Safety Protocol

In accordance with the safety protocols are REQUIRED in MI Safe Start Phase 5 Barak Obama Leadership Academy will enact the following safety protocols during Phases 5. Protocols are the same to those in Phase 4, with the exception of an increase in the number of students permitted in the classrooms.

Personal Protective Equipment

- All staff is required to wear a mask except during mealtimes.
- K-5 students will be issued a mask daily for use throughout the building, either while entering the bus or entering the building.
- Students are not required to wear the mask in the classroom, but are required to wear them in the hallway, bathrooms, and other common areas.
- Anyone who cannot medically tolerate a mask must provide documentation for their doctor.

Hygiene Requirements

- Hand sanitizing units are installed in each classroom, outside each bathroom in every hallway, in the gym/cafeteria and the auditorium.
- All consumables are checked daily by maintenance and replenished as needed throughout the day, and in the evening.
- Hand sanitizing pump bottles are located at the building entrance.
- Classrooms equipped with sinks will have disinfectant soap supplied daily.
- All classrooms have paper towels and disinfectant wipes.
- Hand washing posters will be posted in each classroom and every student and staff restroom, kitchen and staff lounge.
- Teachers will be demonstrating the proper hand washing techniques to students prior to restroom breaks until they deem students have reached a level of understanding.



- Posters with proper coughing techniques and tissue disposal will be posted in each classroom and gym.
- Students and teachers are required to wash hands before and after meals.

Spacing, Movement and Access

- School will use 4 separate entrances to facilitate the flow of students to enter and exit the building.
- Breakfast and lunch will be delivered to classrooms.
- Specials teachers will come to the classroom.
- Hallway floors will be marked for social distancing.
- PPE and hand sanitizing required for all staff and guests before entering the building.
- Student desks will be spaced to limit the number of students to 15 per classroom.
- Foyers and main office will be marked for social distancing.
- Outdoor classrooms will be refurbished in the garden and playground park areas.

Screening Students and Staff

- COVID-19 screening and reporting for students and staff.
- All students, staff, visitors will be required a temperature check upon entering the building. Required to clean hands with sanitizer, and required to wear a mask (students may remove mask in the classroom).
- Persons with a temperature above 100.4 degrees will not be allowed to enter the building. Students with a temperature above 100.4 degrees will not be allowed to board the bus in the morning.
- Students in the building with elevated temperatures will be sent to a containment room, with a mask, and wait until they are picked up or transported home.

Positive COVID Case for Staff or Student

- Confirm the person with Covid-19 CDC Decision Tree
- Isolate the location of the confirmed case
- Contact local health officials to communicate a dismissal decision and course of action
- Contact Parents
- Communicate the decision of the local health officials with staff/parents/and Students
- 2-5-day dismissal to clean/disinfect/and contact trace
- Determine the appropriate plan of action with health officials to extend dismissal or reopen.

Food Service, Gatherings and Extracurricular Activities

- No field trips.
- Indoor assemblies will be eliminated.
- Afterschool activities will require the use of mask.

Athletics

- No athletic programs.

Cleaning

- Frequently touched surfaces including light switches, doors, benches, bathrooms, will undergo cleaning at least every four hours with an EPA approved disinfectant or bleach solution.
- Libraries, computer labs, arts and other hands on classrooms must undergo cleaning after every class period with an EPA approved disinfectant or bleach solution.
- Student desks will be wiped down after every class period with an EPA approved disinfectant or bleach solution.
- Playground structures will continue to undergo normal routine cleaning using with an EPA approved disinfectant or bleach solution.
- Staff must wear gloves, surgical mask and face shield when performing all cleaning activities
- Staff will be trained on the safe and correct usage and storage of cleaning and disinfection products

Busing and Student Transportation

- Bus driver and aide will wear mask and gloves.
- Aides will take student temperatures and provide each student a mask before boarding the bus during pick-up.
- Students will use hand sanitizer on bus prior to taking a seat.
- Each student will have an assigned seat.
- If temp is above 100.4 they will have to go back into the house.
- Bus drivers and aides will be trained on how to sanitize the buses and will clean and sanitize the buses after each use.
- If a student falls ill during school the parent will pick them up if possible, or other arrangements will be made to have the student transported home.
- Windows will be opened when cleaning the bus and transporting students, weather permitting.

Food Service

- All meals will be served/eaten in the cafeteria
- Students will be limited to 60 at one time
- Students will be seated with no more than 6 students at a 12 seat lunch table.
- All utensils will be disposed of by the students.

→ Whenever possible students will be able to go outside to play on the play set and in the park. Masks will be encouraged but only required if their parents have requested it.

*BOLA will not implement actions in the section Medically Vulnerable Students & Staff that are strongly recommended: Systemically review all current healthcare plans, IEPs, Family Service Plans or 504. Nor will the academy create a process for students/families and staff to self-identify as high-risk due to COVID-19.

Phase 5 Mental & Social-Emotional Health

BOLA will take all measures to ensure that the students and staff are provided with mental and social-emotional support during Phase 5, as the results of the pandemic has impacted the entire community. The academy has employed a Social Emotional Learning (SEL) Specialist who is degreed in Social Work. The SEL Specialist will facilitate whole group sessions with the ratio of 25:1 per class on campus. The SEL course will target self-management and social awareness skills to help ease the emotions associated with trauma, environmental and social issues, the pandemic and loss of instructional time spent on campus. The SEL Specialist along with the school's Social Worker will provide school-based universal mental health screening. The screening will provide information about the emotional and behavioral health of students and school-level functioning and will be an essential component of how the students' needs are to be addressed.

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- The district will provide teachers with time to develop a consensus in a professional learning committee. We will establish a norm and look towards research and practice to find solutions to problems. Teachers will share challenges they are experiencing and listen to solutions from other teachers to change outcomes.

Create a plan for professional learning and training, with goals (Phase 5)

The administration will provide professional learning and training with:

- LMS – To enhance instruction and learning experiences for students.
- Restorative Justice – To redirect behavior and build relationships
- Equity – To tailor lessons and experiences
- Collaboration – To provide leadership opportunities amongst stakeholders.

Phase 5 Operations

Facilities

Audit necessary materials and supply chain for cleaning and disinfection supplies.

- Identify materials and objects that must be sanitized thoroughly and often
- Choose the appropriate cleaning disinfection to clean and maintain a safe environment
- Locate the appropriate vender to supply cleaning solution and materials

Continue to maintain schools in good working order to prepare for the subsequent return of students.

- Ensure the building is clean and sanitized
- Adhere to the CDC guidelines to practice social distancing and wearing masks as often as possible.
- Ensure cleaning supplies and materials are adequately stocked

Execute school cleaning and disinfection protocols according to the CDC School Decision Tree.

- Confirm the person with Covid-19 CDC Decision Tree
- Isolate the location of the confirmed case
- Contact local health officials to communicate a dismissal decision and course of action
- Contact Parents
- Communicate the decision of the local health officials with staff/parents/and Students
- 2-5-day dismissal to clean/disinfect/and contact trace
- Determine the appropriate plan of action with health officials to extend dismissal or reopen.

Custodial staff are recommended to wear surgical masks when performing cleaning duties.

- Provide proper equipment for the custodial staff
- Enforce regulations and guidelines when performing cleaning duties
- Secure the building to ensure the safety of the custodial staff and others

Budget, Food Services, Enrollment and Staffing

- Admin team will budget for In-Person Instruction, new staffing needs, and resources needed for In-Person Instruction
- Allocation from CARES will be used for PPE, technology, and increased cleaning cost.
- Create master schedules for In-Person Instruction to meet the state requirement for instruction
- Build schedule for staggered breakfast and lunch program
- Staff teachers for In-Person Instruction

ISDs and schools should create a contingency plan to coordinate the use of school buildings for essential actions including elections, food distribution, and childcare, particularly for essential workers.



- Designate a location to host each essential action
- Provide clear directions to locate the designated area
- Adhere to CDC guidelines to practice social distancing and wearing masks at all time
- Post signs throughout the designated area to remind and encourage visitors to practice following the CDC guidelines
- Sanitize locations before and after each event

Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.

- Contact Wayne County's [LEMP](#) Director

Sturdivant, Tadarial
Director of Homeland Security & Emergency Management
(734) 728-3711
Tsturdiv@waynecounty.com

- Briefly discuss our day-to-day operations and requirements for the custodial staff
- Provide a list of cleaning supplies and materials
- Align our procedures and guidelines with the local emergency management programs

Technology

Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.

- Create a technology survey for parents
- Probe questions to identify technology capabilities
- Review the data and ensure every student receive WIFI services and a Chromebook

Designate a single point of contact in each school to plan and communicate with district technology teams.

- Mr. John Oliver Ed.S.
- joliver@obamaacademy.org
- 313-823-6000

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.

- Train staff with the districts learning management systems
- Create a support team/person to support students, parents, and teachers on the LMS
- Training will focus on three major categories for student success
 - Instructional platform for virtual classrooms
 - LMS to retrieve lessons to practice
 - Submitting assignments and assessments

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.

- Develop a PTO technology survey about the resources the district will provide students
- Create guidelines for the distribution of technology
- Support parent volunteers

Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.

- Mr. John Oliver Ed.S.
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Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology and serve as a “help desk.”

- Train technology liaison on common troubleshooting issues
- Train technology liaison on the district’s Learning management system
- Support the technology liaison with challenges and issues

Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan.

- Create a calendar and timeframe for each grade-level to return technology
- Designate a location in the building to collect equipment
- Wear safety gloves and masks when servicing parents and students
- Sanitize all devices and accessories
- Create a Log for damaged or missing equipment
- Troubleshoot all devices

Identify an asset tracking tool

The Academy will track the devices using Google Sheets to include contractual agreement, serial number of devices, login access control and occasional inventory of equipment during virtual learning.

Identify a vendor to assist with processing, returning, and maintaining devices, if needed.

Dave Godlewski

Network Administrator
Barack Obama Leadership Academy

Develop on-site triage of staff and student devices to minimize the time that staff may be without a device

- Create a form that will sort technology based on needs
- Train on-site triage with simple troubleshooting procedures
- Provide on-site triage with the contact information for technology support
- Support the triage team with anything needed

Prepare the Infrastructure Evaluation process. Every WIFI access point and wired network device should be tested.

- Create an infrastructure evaluation form
- Develop a walkthrough procedure to identify access points and network devices
- Test technology

Develop a technology support plan for families

- Provide technology care procedures (District Website)
- Provide parents with a contact number to the on-site technology team (District Website)
- If possible, utilize zoom from computer to phone to visually see issues and help with troubleshooting technology

Continue to monitor device usage and compliance with online learning programs

Barack Obama Leadership Academy will continue to review district's technology policies and procedures to provide an appropriate learning experience and monitor the day-to-day operations to ensure device usage remain compliant. Frequently check the data for usage of assigned lessons. Teachers will be required to submit a weekly log on learning programs.

Contractual agreement between parent and student is required prior to the issuance of a device.

Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access

- Provide training to parents, students, and teachers on using our learning management system
- Provide parents with a contact number to the on-site technology team (District Website)

Ensure that students can submit assignments and be evaluated accordingly

- Utilize the option to submit assignments electronically to create routine
- Provide training to parents, students, and teachers on using our learning management system

Schedule ongoing staff training on platforms and tools

- Continue to expand the capabilities of the district's learning management system

Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.

- Review our technology policies and procedures to align and support virtual learning requirements
- Ensure procedures explain who to contact for issues and how to maintain all devices
- Create forms to submit for accidental damage, theft, and loss of technology

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

- Create a timeframe for a schoolwide connection day
 - 1st 2 weeks of school
 - In-person or virtual
 - 10min. timeframe

- Ensure all students are connected to continue learning

Staff Compensation

All staff will be compensated based on their job responsibilities, and in accordance with the Employee Handbook acknowledged during contract signing meeting.

Workplace Preparedness Plan

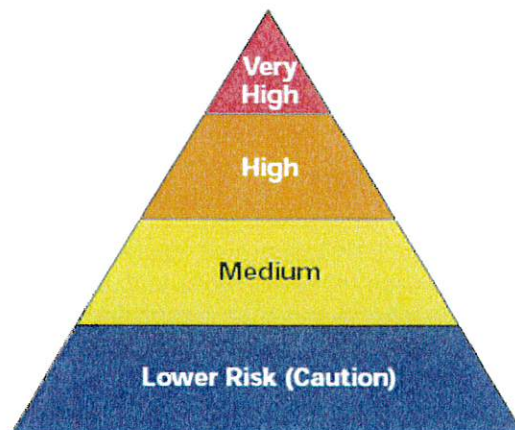
Introduction

Coronavirus Disease 2019 (COVID-19) is a respiratory disease caused by the SARS-CoV-2 virus. It has spread from China to many other countries around the world, including the United States. Depending on the severity of COVID-19's international impacts, outbreak conditions—including those rising to the level of a pandemic—can affect all aspects of daily life, including travel, trade, tourism, food supplies, and financial markets.

To reduce the impact of COVID-19 outbreak conditions on businesses, workers, customers, and the public, it is important for all employers to plan now for COVID-19. Barack Obama Leadership Academy (BOLA) has developed this plan based on the guidance from The Occupational Safety and Health Administration (OSHA). Planning guidance is based on traditional infection prevention and industrial hygiene practices. It focuses on the need for employers to implement engineering, administrative, and work practice controls and personal protective equipment (PPE), as well as considerations for doing so.

BOLA identifies as being in the "Medium" exposure risk level based on the definitions from OSHA. As such, BOLA will adopt the recommended practices to ensure workplace safety.

Occupational Risk Pyramid for COVID-19





Medium Exposure Risk

Medium exposure risk jobs include those that require frequent and/or close contact with (i.e., within 6 feet of) people who may be infected with SARS-CoV-2, but who are not known or suspected COVID-19 patients. In areas without ongoing community transmission, workers in this risk group may have frequent contact with travelers who may return from international locations with widespread COVID-19 transmission. In areas where there *is* ongoing community transmission, workers in this category may have contact with the general public (e.g., schools, high-population-density work environments, some high-volume retail settings).

Jobs Classified at Medium Exposure

Engineering Controls

- Install physical barriers, such as clear plastic sneeze guards, where feasible.

Administrative Controls

- Consider offering face masks to ill employees and customers to contain respiratory secretions until they are able leave the workplace (i.e., for medical evaluation/care or to return home). In the event of a shortage of masks, a reusable face shield that can be decontaminated may be an acceptable method of protecting against droplet transmission. See CDC/ NIOSH guidance for optimizing respirator supplies, which discusses the use of surgical masks, at: www.cdc.gov/coronavirus/2019-ncov/hcp/respirators-strategy.
- Keep customers informed about symptoms of COVID-19 and ask sick customers to minimize contact with workers until healthy again, such as by posting signs about COVID-19 in stores where sick customers may visit (e.g., pharmacies) or including COVID-19 information in automated messages sent when prescriptions are ready for pick up.
- Where appropriate, limit customers' and the public's access to the worksite, or restrict access to only certain workplace areas.
- Consider strategies to minimize face-to-face contact (e.g., drive- through windows, phone-based communication, telework).
- Communicate the availability of medical screening or other worker health resources (e.g., on-site nurse; telemedicine services).

Personal Protective Equipment (PPE)

When selecting PPE, consider factors such as function, fit, decontamination ability, disposal, and cost. Sometimes, when PPE will have to be used repeatedly for a long period of time, a more expensive and durable type of PPE may be less expensive overall than disposable PPE. BOLA will select the combination of PPE that protects workers specific to their workplace.

Workers with medium exposure risk may need to wear some combination of gloves, a gown, a face mask, and/or a face shield or goggles. PPE ensembles for workers in the medium exposure risk category will vary by work task, the results of the employer's hazard assessment, and the types of exposures workers have on the job. BOLA will determine and make available the appropriate combination of PPE as required by each task.



Steps All Employers Can Take to Reduce Workers' Risk of Exposure to SARS-CoV-2

This section describes basic steps that BOL A will take to reduce the risk of worker exposure to SARS-CoV-2, the virus that causes COVID-19, in their workplace..

Develop an Infectious Disease Preparedness and Response Plan

BOLA has developed a Preparedness and Response Plan which addresses the following OSHA guidance.

Stay abreast of guidance from federal, state, local, tribal, and/or territorial health agencies, and consider how to incorporate those recommendations and resources into workplace-specific plans.

Plans should consider and address the level(s) of risk associated with various worksites and job tasks workers perform at those sites. Such considerations may include:

- Where, how, and to what sources of SARS-CoV-2 might workers be exposed, including:
 - The general public, customers, and coworkers; and
 - Sick individuals or those at particularly high risk of infection (e.g., international travelers who have visited locations with widespread sustained (ongoing) COVID-19 transmission, healthcare workers who have had unprotected exposures to people known to have, or suspected of having, COVID-19).
- Non-occupational risk factors at home and in community settings.
- Workers' individual risk factors (e.g., older age; presence of chronic medical conditions, including immunocompromising conditions; pregnancy).
- Controls necessary to address those risks.

Follow federal and state, local, tribal, and/or territorial (SLTT) recommendations regarding development of contingency plans for situations that may arise as a result of outbreaks, such as:

- Increased rates of worker absenteeism.
- The need for social distancing, staggered work shifts, downsizing operations, delivering services remotely, and other exposure-reducing measures.
- Options for conducting essential operations with a reduced workforce, including cross-training workers across different jobs in order to continue operations or deliver surge services.
- Interrupted supply chains or delayed deliveries.

Plans should also consider and address the other steps that employers can take to reduce the risk of worker exposure to SARS-CoV-2 in their workplace, described in the sections below.

Prepare to Implement Basic Infection Prevention Measures

BOLA will implement good hygiene and infection control practices, including:

- Promote frequent and thorough hand washing, including by providing workers, customers, and worksite visitors with a place to wash their hands. If soap and running water are not immediately available, provide alcohol-based hand rubs containing at least 60% alcohol.

- Encourage workers to stay home if they are sick.
- Encourage respiratory etiquette, including covering coughs and sneezes.
- Provide customers and the public with tissues and trash receptacles.
- Employers should explore whether they can establish policies and practices, such as flexible worksites (e.g., telecommuting) and flexible work hours (e.g., staggered shifts), to increase the physical distance among employees and between employees and others if state and local health authorities recommend the use of social distancing strategies.
- Discourage workers from using other workers' phones, desks, offices, or other work tools and equipment, when possible.
- Maintain regular housekeeping practices, including routine cleaning and disinfecting of surfaces, equipment, and other elements of the work environment. When choosing cleaning chemicals, employers should consult information on Environmental Protection Agency (EPA)-approved disinfectant labels with claims against emerging viral pathogens. Products with EPA-approved emerging viral pathogens claims are expected to be effective against SARS-CoV-2 based on data for harder to kill viruses. Follow the manufacturer's instructions for use of all cleaning and disinfection products (e.g., concentration, application method and contact time, PPE).

Develop Policies and Procedures for Prompt Identification and Isolation of Sick People, if Appropriate

- Prompt identification and isolation of potentially infectious individuals is a critical step in protecting workers, customers, visitors, and others at a worksite. BOLA will inform and encourage employees to self-monitor for signs and symptoms of COVID-19 if they suspect possible exposure. BOLA has policies and procedures for employees to report when they are sick or experiencing symptoms of COVID-19.
- BOLA has policies and procedures for immediately isolating people who have signs and/or symptoms of COVID-19, and train workers to implement them. BOLA will move potentially infectious people to a location away from workers, customers, and other visitors. BOLA has assigned designated areas with closable doors may serve as isolation rooms until potentially sick people can be removed from the worksite.
- BOLA will take steps to limit spread of the respiratory secretions of a person who may have COVID-19. Provide a face mask, if feasible and available, and ask the person to wear it, if tolerated.
- BOLA will, If possible, isolate people suspected of having COVID-19 separately from those with confirmed cases of the virus to prevent further transmission
- BOLA will restrict the number of personnel entering isolation areas.
- BOLA will protect workers in close contact with (i.e., within 6 feet of) a sick person or who have prolonged/repeated contact with such persons by using additional engineering and administrative controls, safe work practices, and PPE.

Develop, Implement, and Communicate about Workplace Flexibilities and Protections

BOLA will enact the following measures:

- Actively encourage sick employees to stay home.
- Ensure that sick leave policies are flexible and consistent with public health guidance and that employees are aware of these policies.
- Talk with companies that provide your business with contract or temporary employees about the importance of sick employees staying home and encourage them to develop non-punitive leave policies.



- Do not require a healthcare provider's note for employees who are sick with acute respiratory illness to validate their illness or to return to work, as healthcare provider offices and medical facilities may be extremely busy and not able to provide such documentation in a timely way.
- Maintain flexible policies that permit employees to stay home to care for a sick family member. Employers should be aware that more employees may need to stay at home to care for sick children or other sick family members than is usual.
- Recognize that workers with ill family members may need to stay home to care for them. See CDC's Interim Guidance for Preventing the Spread of COVID-19 in Homes and Residential Communities: www.cdc.gov/coronavirus/2019-ncov/hcp/guidance-prevent-spread.html.
- Be aware of workers' concerns about pay, leave, safety, health, and other issues that may arise during infectious disease outbreaks. Provide adequate, usable, and appropriate training, education, and informational material about business-essential job functions and worker health and safety, including proper hygiene practices and the use of any workplace controls (including PPE). Informed workers who feel safe at work are less likely to be unnecessarily absent.
- Work with insurance companies (e.g., those providing employee health benefits) and state and local health agencies to provide information to workers and customers about medical care in the event of a COVID-19 outbreak.

<https://www.osha.gov/Publications/OSHA3990.pdf>

