



ACE Academy

Life Skills Center of Pontiac

Capstone Academy

COVID-19 Preparedness and Response Plan

Address of School District:	 ACE Academy 1961 Lincoln St. Highland Park, MI 48203
District Code Number:	82998
Building Code Number(s):	09850 (Combined as one site in EEM) “Closed” sites: 09823 (Calumet) 03045 (Jefferson) 09850 (Lincoln – now all 4 combined)
District Contact Person:	Monica C. Martin
District Contact Person Email Address:	monica-martin@edtec.net
Local Public Health Department:	Detroit Department of Health
Local Public Health Department Contact Person and Email Address:	313-876-4000 dhealth@detroitmi.gov
Name of Intermediate School District:	Wayne RESA
Name of Authorizing Body:	Central Michigan University
Date of Adoption by Board of Directors:	



ACE Academy

Life Skills Center of Pontiac

Capstone Academy

COVID-19 Preparedness and Response Plan

Address of School District:	 Capstone Academy 5300 John R. Detroit, MI 48201
District Code Number:	82752
Building Code Number(s):	01488 (John R / Main Location) 03241 (Mayfield / Annex Location) 02344 (Wayne County JDF Location)
District Contact Person:	Monica C. Martin
District Contact Person Email Address:	monica-martin@edtec.net
Local Public Health Department:	Detroit Department of Health
Local Public Health Department Contact Person Email Address:	313-876-4000 dhealth@detroitmi.gov
Name of Intermediate School District:	Wayne RESA
Name of Authorizing Body:	Detroit Public Schools Community District
Date of Adoption by Board of Directors:	



ACE Academy

Life Skills Center of Pontiac

Capstone Academy

COVID-19 Preparedness and Response Plan

Address of School District:	 Life Skills Center of Pontiac 142 Ashburn Pontiac, MI 48342
District Code Number:	63920
Building Code Number(s):	09458
District Contact Person:	Monica C. Martin
District Contact Person Email Address:	monica-martin@edtec.net
Local Public Health Department:	Oakland County Health Department
Local Public Health Department Contact Person Email Address:	248-858-1410 staffordl@oakgov.com
Name of Intermediate School District:	Oakland County ISD
Name of Authorizing Body:	Bay Mills Community College
Date of Adoption by Board of Directors:	



ACE Academy
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, except for school sites which are part of another agency which might otherwise allow for in-person services under a County Executive Order and/or waiver approved by the state.
- 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.

ACE Academy
 President of the Board of Directors

Date



Life Skills Center of Pontiac

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President of the Board of Directors
Life Skills Center of Pontiac

Date



Introduction and Overview

INTRODUCTION. ACE Academy, Capstone Academy and Life Skills Center of Pontiac (the Academies), are all very special strict discipline or public school academies, managed by edtec central, LLC, each approved by its own separate Authorizer and governed by three separate Board of Directors. While each is legally its own entity, these schools share staff, supportive resources and a common purpose spanning their different locations. They always work in continuous cooperation and collaboration. All team members from this wider and single 'Consortium' participated in some form in the development of this plan, while continuing to carry out the implementation of the existing Continuity of Learning Plans (COLs) applicable to each Academy.

Other than short intersessions, our Academies never take a break, not even for the "summer." Therefore, they have kept on providing services to youth and the agencies in which they are located, along with the families and group home staff of the students attending the community-based sites, since March 16, 2020. In essence, the schools never "shut down" at all. Instead, each continued on with its regular summer school sessions and normal breaks through immediate implementation of distance learning methods outlined in the COLs.

The COLs are similar across the schools as to the overall approach and the four core strategies for delivering teaching and learning (Basic, Better, Better Yet and Best), while being customized as needed based on each agency's and site's particular student populations, needs, schedules and location. The COLs will continue to be implemented for the coming year, serving as the flexible adaptive plans they were designed to be. This provides continuity for our students, our staff and the agencies and families we serve, who have already grown accustomed to the COLs operational flow. We consider the time spent on the development of the original COLs as both a strength and an asset: the plans provide a road map to move towards ever -expanding in-person teaching and learning, while also allowing for adaptation to a more restrictive State phase should that become necessary.

From this point forward, the Preparedness Plan will apply to all sites unless otherwise stated within the plan for some specific reason. In general, the schools must first abide by the rules, regulations and Preparedness Plans in place by the Agencies in which the Academies are located. For our community-based sites, we will point out and provide any applicable deviation only if specifically needed.

Having a single plan to implement, monitor and evaluate across a common group of educational staff providing services across multiple sites, just makes sense.



CORE VALUES. Our schools and operations are first and foremost grounded in core values. These core values are essential to connecting vision, mission and guiding principles. Without them, these other structures would be meaningless.

INTEGRITY - We conduct ourselves in an ethical and moral manner at all times and expect all of our team members and stakeholders to do the same. This value must be present for any of the others to exist.

RESPECT - We expect and commit to mutual respect between and among all team members, as well as our clients and partners. Respectful interaction between human beings is a prerequisite to positive outcomes.

CARING - We care about our employees. Before making decisions, we first ask, "Does this support our team members?" The answer must be YES so that in turn, they will put students and clients first. Positive outcomes for others begins with the flourishing and well-being of our own team members.

COOPERATION - We believe a team-based approach is the optimal method of delivering effective, efficient and high quality services, while concurrently enabling fun, fulfillment and personal enjoyment. For us, team is the very definition of our first four values...in action.

SERVICE - We are here first and foremost to serve the learning needs of our students. We believe ALL students deserve the highest quality educational opportunities possible, no matter their life's circumstances. Quality educational choices for students and parents are paramount. This value acknowledges to all that which gives meaning to our purpose.

MINDSET. edtec's vision for all of its schools and its long-term focus within the overall educational sector has remained constant and consistent for more than 25 years. Our vision, mission and primary strategy emanate from our mindset which is founded upon our core values.

VISION - WORTHY OF CONSTANT EFFORT: We envision a time when all children, youth and families everywhere - across the world - have an infinite range of educational learning opportunities and options from which to choose, no matter their economic or other life circumstances.

MISSION - BROAD AND COLLABORATIVE: Team edtec enthusiastically and relentlessly dedicates its efforts and energy to supporting individuals and organizations engaged in creating and sustaining high quality educational options for children, youth and adults of the community.

STRATEGY - SEEK FIRST TO UNDERSTAND: We adapt and customize our services and products to each organization's individual needs by first understanding its mission and vision, and then we support those mission-critical processes that are essential to successful goal attainment. Each client's needs drive our approach in the selection, design, and delivery of all services, uniquely setting us apart from the competition.



OUR PURPOSE. Purpose, which others may refer to as “mission,” guides the work done at all of the Academies. We are:

RELENTLESSLY FOCUSED - to create and sustain high quality, innovative and engaging educational opportunities for students.

VALUES-DRIVEN - We pursue our purpose through ethical, respectful and caring actions driven by cooperation and service to others.

ACADEMY FOCUS. For more info on each school’s particular focus, see these links:

http://www.aceacademysda.com/about_us/mission_and_vision,

http://www.capstonesda.com/about_us/mission_and_vision

http://www.lifeskillspsa.com/about_us/mission_and_vision

GUIDING PRINCIPLES. We followed a single guiding principle when developing this plan: every decision and action was tested against our core values. Any contradiction of even a single value was cause for non-inclusion of an item, idea or future action, in this plan.

Secondary to this overarching principle, with regards to the development of this plan, we put the safety and health of our students, staff and stakeholders above all other considerations.

DEVELOPMENT and FEEDBACK. This plan was developed in consultation with team members from across the organization, along with leaders and staff of our key partner agencies, parents (when applicable) and our Board members. Through the approval process, this plan necessarily includes the opportunity for feedback by our Authorizers.

Feedback was gathered through the different processes required for stakeholder involvement described above, and also included email, texting, phone conversations, online video conferencing, short surveys and team member work sessions.



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

Phase 1, 2, or 3 Safety Protocols

The Academies pledge to:

- 1) follow and implement all safety protocols included on page 15 of the State of Michigan's "Roadmap" when school buildings are required to be closed for in-person instruction, except for a) district employees or contractors necessary to conduct minimum basic school operations, b) food service workers preparing food for distribution to students or their families, and c) licensed child-care providers and the families they serve. This also includes the suspension of all athletics and busing operations, if applicable.

Further:

- 2) The Academies will not be used by licensed child care providers.
- 3) School employees and contractors will be present in the building only to the extent for conducting basic operations that support distance learning from off-site locations and implementation and the COLs. Allowable tasks include: copying, filing, delivering documents, picking up documents, setting up and servicing as needed remote learning Robot Teachers and obtaining books and materials that staff may need for off-site, remote teaching. All other tasks which a staff member may want to complete at a school site other than those listed above will need to be first approved by the School Leader.
- 4) None of the Academies provide food services (see each Academy's COL for more details).
- 5) For ACE and Capstone Academies, the facilities are cleaned and maintained by the Agency in which they are located following the safety protocols recommended by the CDC and the state of Michigan. For Life Skills Center of Pontiac and ACE community-based sites, when extra federal funds are made available (expected in August), the Academy will engage a new custodial contractor to provide cleaning services that meet or exceed the CDC guidelines for safe cleaning practices during the pandemic while any closure period is in effect and also including after the facilities are permitted to be open in later phases.
- 6) None of the Academies operate busing or transportation services.



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

1. ACE Academy and Capstone Academy work hand-in-hand with the Agencies in which these schools are located, deferring to court-mandated treatment plans which provides each student a licensed and master level social worker, along with a broader treatment that includes participation of our teachers, for dealing with mental, social and emotional issues. In cooperation with these teams, the Academy will provide supplemental support through its own school social worker as may be indicated and approved by the Agency treatment team.

For our in-Agency populations, and our community-based sites, the Academies' school social worker will lead efforts to provide mental, social and emotional support to students that may need it, as determined by screening protocols. The Academies will be following the recommendations of the Collaborative for Academic, Social, and Emotional Learning (CASEL). This is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL). CASEL supports educators and policy leaders and enhances the experiences and outcomes for all PreK-12 students.

Through this research-based and resource-rich collaborative, the Academies shall utilize planning and implementation guides for paying attention to SEL, along with its screening and assessment tools for students, staff and families. Further, staff across the Consortium will provided time and opportunities to participate in professional development activities and training available through CASEL, including their weekly Friday online sessions.

The Academies, due to their small size and the relative small size of the entire consortium when taken together will be following the "school" guide as it implements mental, social and emotional supports: https://schoolguide.casel.org/uploads/2018/12/CASEL_SEL-3-Signature-Practices-Playbook-V3.pdf

For assessment and screening, the Academies will utilize CASEL's interactive tool to help identify, select and effectively use currently available assessments of students' SEL competencies. <https://measuringcel.casel.org/assessment-guide/>

- 2) The Academies are planning to follow all of the recommendations on page 16 of the Roadmap, to the best of its abilities given available resources and as-yet-to-be-known final revenue levels from state and federal sources..



Phase 1, 2, or 3 Instruction

- 1) The academies will endeavor, based on resources and final revenue availability, to implement as many of the Strongly Recommended methods of instruction as listed.
- 2) At the same time, the Academies will continue to implement their existing COLs as those alternative modes of instruction have continued on, without interruption, since March 16. Based on feedback from Agencies, teachers and students and families in the case of community-based populations, minor adjustments in scheduling the delivery and pick-up of materials, along with the daily and weekly contacts by teachers with students, have been adjusted as needed.

The Academies do not anticipate any major deviations from the COLs plans as already written. Currently, portions of the “Best” approach are being put in place through Robot Teachers being inserted into all locations and training for Agency staff. All teachers and staff have been trained in utilizing distance learning software via computers and Robot Teachers.

To access alternative modes of instructions, all students need (and have) access to:

- A) Either a Robot Teacher or individual laptop, PC or other internet-connected device.
 - B) Access to an internet connection.
 - C) The phone numbers and emails at which to contact school staff and teachers.
 - D) Access to teaching and learning packets through FedEx delivery or direct drop-off by school staff, and pick-up by school staff.
 - E) Access to online learning platforms (Edmentum, Study Island, VirtualJobShadowing).
 - F) Access to online and/or paper-based assessments, as applicable to student populations.
- 3) The Academies will strive in good faith and to the extent practicable, based on available resources, technology, curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities consistent with their individualized education plans, including the provision of auxiliary services.

Students eligible for special education services are being served by a special IEP team (formed during the crisis to meet the needs of special education students across the Consortium) who are meeting with students virtually and in collaboration with Agency staff, as well as parents of students still learning from home. This team will remain activated as it has been added to the core service capabilities of edtec (as opposed to relying solely on multiple, 3rd party special education service providers). Special education students are



provided all the same alternative learning materials and equipment as regular students, which are adapted as may be needed, to their individual IEPs.

- 4) As previously indicated, our remote instruction will continue to follow the existing COLs as thus far, these plans have proved successful and adaptable to our unique populations across the entire Consortium.
- 5) Within reason and to the best of our ability, the Academies will endeavor to implement all of the protocols on page 17 and 18 of the Road Map given yet-to-be-known final revenue streams from state and federal resources. Specifically, we will implement each of the recommended protocols as described, all of which are already in place and operational except for Governance. While each Board has been involved in reviewing, asking questions and providing feedback on all COL plans, and is currently doing the same on this plan, there is no “formally structured subcommittee of each Board to monitor plans during the Covid Crisis.

Due to the Consortium’s “small size” with respect to a traditional charter school or even a small school district, establishing multiple “governance” groups from each of the respective Boards, would be virtually impossible. The time and effort needed would not justify the intended outcome. Instead, the Academies leadership team are looking to implement a Consortium-wide governance group using a volunteer from each each of the Boards.

As the Consortium progresses through review and finalization (and any revisions) of this Preparedness Plan throughout the month of August, and learns of final available revenue streams for the 20-21 school year, it may determine which protocols might not be feasible. But until that time, all protocols are being considered and planned with the modification described above for a Governance group.

Phase 1, 2, or 3 Operations

- 1) The Academies have implemented all of the protocols outlined on pages 19 and 20 of the Roadmap, except for food services, which are provided directly by the Agencies in which schools are located and for community-based populations, students and families have been connected to local community resources for food supports.

Leadership teams for schools which serve community-based populations have been regularly monitoring the needs and status of families and students, without interruption, since March 16, which includes contacts throughout the week with all students and families and as indicated from these contacts, may include drive-by visits to students’ homes.



- 2) The Academies inventoried all devices at all sites (those located inside of Agencies and those available to students residing at home or group home) during the week of March 16, 2020. 100% of our students have access to technology devices and internet as it relates to the specific modes of instruction and interaction with students and families under each COL Plan, across all sites. All new students and families will be provided devices and access to the internet, as needed so that equitable access is ensured. The Academies technology plans, including its leasing program and technology support service contracts allow for and assure 100% access for all students and staff.
- 3) Staff have been redeployed by strengths of skill sets, and through taking on extra duties through a voluntary process. Those staff that are strong in using technology to deliver teaching and learning, including through remote methods, are training other staff. Staff have formed into smaller flexible groups to focus on both student and staff needs. This ensures maximum deployment of certified teachers and supporting paraprofessionals. Redeployment also must always take into consideration each Agency's changing inflow and outflow of youth so these plans have been adaptive and flexible thus far. We do not anticipate any major obstacles to continuing with how the staff have been redeployed since April 2020, when each COL Plan began, and which have continued uninterrupted throughout the summer.
- 4) Within reason and to the best of our ability, the Academies will continue to implement all of the protocols on pages 19 and 20 of the Road Map, given yet-to-be-known final revenue streams from state and federal resources. Other than coordinating food services through the Agencies and our community partners (as described in the COL Plans), the Academies have been implementing all of these protocols since April, 2020.



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

Phase 4 Safety Protocols

- 1) The Academies will offer in-person instruction during Phase 4 and will follow all recommended protocols as outlined in the Road Map. Staff and students are required to wear masks at all times throughout the school facility (this includes school-designated spaces when inside of other Agencies) and also wherever and whenever required by an Agency's protocols (which supersede those of the "school," except for permitted exceptions). The Academies will implement all of the exceptions allowed for by the State of Michigan.

Staff and students who do not fall under the State-permitted exceptions and refuse to wear masks, will be requested to leave the facility and will not be permitted back into the facility without agreeing to wear a mask. In such cases, staff and students will need to affirm their agreement first, in writing.

- 2) The Academies will implement all Hygiene protocols, required and recommended by the State of Michigan and is preparing to purchase additional needed supplies through the ISD consortium plan. Academies residing inside of other Agencies are coordinating their purchases with those Agencies as for most areas of the facility, cleaning supplies and protocols are handled exclusively by the Agency.
- 3) The Academies follow the CDC guidelines with respect to screening and reporting, which are compatible with each Agency's screening and reporting guidelines as well. If an Agency's protocols take precedence if different and/or in addition to any screening and reporting protocols the Academies use. We will also implement screening and reporting processes in cooperation with parents and group home staff for students attending community-based sites. As a general rule, all students and staff will be screened before entering and/or "attending" schools, whether attending at a community-based site or inside of an Agency. Community-based students and staff will be screened prior to entry into the facility. The small size of our schools enables such screening.

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/Daily-Home-Screening-for-Students-Checklist-ACTIVE-rev5A.pdf>

As mentioned, the Academies will be using the same screening tool for all staff on a daily basis. In determining when students and/or staff may return to school or work, Academies operating inside of other Agencies will follow their protocols. For our community-based



sites, Academies will be implementing the protocols for decision-making recommended by the CDC “Return to School Policies,” <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>

In determining when to isolate students or staff, the community-based Academies will implement the CDC protocols found here, <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>. Academies residing inside of other Agencies will observe their isolation protocols and procedures.

With regard to reporting protocols, the Academies will first observe each Agency’s reporting protocols and then will observe the reporting requirements applicable to any school or business by notifying local health officials, staff, and students immediately of any possible case of COVID-19, while maintaining confidentiality, consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.

- 4) With respect to protocols described on pages 23 and 24, Academies inside of other Agencies will implement and abide by all social distancing protocols required by, and already in place by, the respective Agency. For community-based sites, the Academies will endeavor to implement all of the protocols recommended on these pages, to the extent feasible, and given available resources and final revenue streams not yet known.
- 5) The Academies do not provide food services at any of its sites. For assemblies, the Academies will prohibit assemblies that bring together more than one classroom at a time, which is already implemented in all Agency-located schools. Extra-curricular activities. The Academies will implement all other recommended protocols listed in this section other than those that apply to food services.
- 6) The Academies do not currently offer any formal athletic programs. To the extent that the Academies offer physical education activities, protocols recommended by the State will be followed. With regards to cleaning, the Academies residing inside other Agencies will be cleaned following their cleaning guidelines, as informed by the CDC and other safety plans governing residential child-caring and juvenile institutions in Michigan. For our community-based sites, the Academies will be implementing all required protocols for cleaning as outlined on page 27 of the Road Map.
- 7) None of the Academies provides transportation.
- 8) Protocols *not being implemented* by the Academies are shown as unchecked on the attached Road Map document.



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

- 1) During Phase 4, the Academies are implementing protocols that take into considering the mental, social and emotional health of students as previously described on page 7. At its core, the Academies will be utilizing the curated resources and regularly professional development opportunities provided by CASEL to serve the needs of our students and staff in this important area. <https://Camelford/reopening-with-sel/>
- 2) As described above, and on page 7 of this document, there are no protocols identified as strongly recommended on page 29 of the Road Map that the Academies will *not* be implementing.

Phase 4 Instruction

- 1) The Academies are already implementing all of the protocols outlined on pages 30 through 32 of the Road Map, to some extent, and will more fully develop others as staff determine may be needed as they head back into the facilities.
- 2) The Academies will offer in -person instruction for Agency-based populations as those partners have indicated the desire to have in-person teachers. However, the Academies will also use remote teaching and therefore a hybrid model so that high-risk teachers can “beam” into classrooms with the support of other on-site school staff. The Academy will utilize the existing Robot Teachers and then add-in on-site staff through flexible scheduling based on Agency needs and the needs of families and students attending community-based schools. The Academies view this as having added value to its existing programs as from this point forward, it will continue to offer its Robot Teacher hybrid model (beaming instruction into its sites as well as locating teachers and support staff within sites) through Phase 4, 5, 6 and beyond. Even with our hybrid module, community-based school sites will be open and accessible during pre-Covid normal hours and available to all students who wish to attend school full-time, each day. Rotating schedules will be sued to accommodate high-risk staff and not to reduce the in-person schedule at community sites. Schedules for schools that reside inside other Agencies are always coordinate per their needs and this practice will continue as usual.
- 3) The Academies will continue to provide services to students eligible for special education and already having IEPs and 504 plans as previously described on page 8, as well as through in-person services. Auxiliary services not able to be provided by direct Academy staff or its Consortium-wide Special Education team will be contracted for through 3rd party providers.



- 4) A Consortium-wide Governance group, consisting of school leaders, teachers, staff support, technology partner representation and the Superintendent, which has been leading the way since March 16, will continue to operate. New members may be added and/or replace others over time based on yet-to-be-known needs and the availability of additional resources and revenue. Throughout this time period, there have been in-person (with appropriate social-distancing and safety protocols in place), operationally-focused meetings, along with remote meetings (video conference meetings and work sessions, mentoring sessions and other training sessions). This work has steered the implementation of the COLs, gathering feedback from teachers, staff and stakeholders along the way to fine-tune and tweak each of the four core teaching and learning approaches (Basic, Better, Better Yet and Best). This group will continue to seek feedback throughout the year, both formally and informally, including relying on surveys.

Instruction will be provided as previously described, based on the existing COL Plans to guide all remote teaching and learning activities while implementing a daily schedule at each site that is no different than pre-Covid days except for some classes, teachers will beam into the school sites while being supported by in-school paraprofessional staff.

Communication will continue as outlined in the COL Plans, reinforced by in-school meetings among staff but only in groups when social distancing can be achieved. Professional Development will follow the same approach: small-group sessions along with online PD will be provided, as is the norm for our Academies during pre-Covid days. Family supports will continue as described in the COL Plans. Parents may schedule in-school visits and may enter the school only after screening and if wearing a mask. Parent and family outreach will continue as during normal times: website information, mailings, surveys, check-up phone calls, drive-bys, and communication with parents through caseworkers.

Within reason and to the best of our ability, the Academies have implemented to some extent *all* of the protocols on pages 30 through 32 of the Road Map. The Academy may expand and strengthen some of these over time, or reduce others, given yet-to-be-known final revenue streams from state and federal resources. However at this time, the Academies plan to maintain the current level of implementation regardless of which teaching and learning delivery approaches might be in use at any school site, and regardless of which Phase might be active.



Phase 4 Operations

- 1) For this section, we describe our plans for each area as it applies to the two possible scenarios: a) Academies which sit inside of other Agencies and b) Community-based sites, and c) common plans.
 - A) Facilities. For Agency-based schools, facilities are managed directly by the Agencies, as per the contracts between the Agencies and the respective School Boards. For community-based sites, the Academies will implement all of the recommended protocols on page 33 through 34.
 - B) Food Service. No Academies provide food services.
 - C) Transportation. No Academies provide transportation services.
 - D) Enrollment. For Agency-based schools, enrollment is under the purview of the Agencies. All students who are admitted to the Agency are automatically enrolled in the Academies, as during pre-Covid times. For community-based Academies, school staff will continue to reach out to families using successful past protocols such as mail, email, text, phone calls and home-visits or drive-bys.
 - E) Technology. Getting technology supports in place and accessible by all students across the Consortium has been a major priority of the Academies since March 16. Currently, all students have full access to the technology tools they need to learn either remotely or in-person. The school has adequate pre-budgeted resources to maintain this throughout the coming year, even if student enrollment might fluctuate with respect to inflows and outflows.
 - F) Staff. The Academy is already staffed for the upcoming year since it has continued full-time operations, even with distance learning in place, since March 16. Depending on fall count day numbers, the Academies may adjust staff up or down at that time.
 - G) Budget. The Academies have budgeted in advance for implementing a hybrid model for its schools that is based on the following assumptions: 1) all schools will provide in-person teaching and learning when allowed, and 2) all schools will continue to provide remote teaching and learning for teachers and staff that are at high-risk and for students who must remain at home either for medical reasons or by parental choice. The Budget will be monitored and amended as needed, with Board approval.
- 2) There is 100% access to technology devices as previously described under Item 2, Page 10 of this plan.
- 3) If in-person instruction should be prohibited at a later date, the Academies will simply return to fully operation of its COL Plans, that will continue to remain operational even as schools re-open. This is possible by maintaining all teaching and learning approaches described in the COL Plans, even as in-person instruction resumes.



- 4) Except when not applicable because the protocol falls under the purview of the Agency (see 1 A through F above), and within reason, the Academies have implemented to the best of our ability and to some extent *all* of the protocols on pages 33 through 36 of the Road Map.

Over time, the Academies may expand and strengthen some of these protocols, or reduce others, given yet-to-be-known final revenue streams from state and federal resources. However at this time, the Academies plan to maintain the current level of implementation regardless of which teaching and learning delivery approaches might be in use at any school site, and regardless of which Phase might be active.

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

Phase 5 Safety Protocols

No changes from Phase 4.

Phase 5 Mental & Social-Emotional Health

No changes from Phase 4.

Phase 5 Instruction

No changes from Phase 4.

Phase 5 Operations

No changes from Phase 4.

ATTACHEMENTS

Workplace Preparedness Plan – edtec central, LLC



Relentless - Enthusiastic - Engaged

WORKPLACE PREPAREDNESS PLAN and STEPS

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www.edteccentral.net

Updated August 1, 2020

edtec central, LLC and its entire team are committed to reopening its workplace and operating in as safe a manner as is feasibly possible, following the guidelines of the CDC, OSHA and the State of Michigan.

Documented plan requirement. Each business or organization must develop an “Exposure Control Plan.”

This document constitutes edtec’s approved Exposure Control Plan:

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Its: Founder & CEO



CORE PLAN COMPONENTS

1. Assign leaders. To properly manage the implementation of this plan, businesses and organizations must identify one or more workplace COVID-19 coordinators or supervisors to monitor that group’s COVID-19 control strategies. One of these designated individuals must always be present when workers are on site.

Harriet Rice, Barb Criqui and Kris Brown will help monitor COVID-19 control strategies, with Harriet Rice taking the lead.

2. Update policies. Businesses and organizations should examine and update their policies to ensure they align with new COVID-19 procedures and protocols.

Policies for staff related to Covid-19 were updated and communicated in in March 2020 through Executive Orders by the CEO, Dr. Anna Amato. Polocies that were updated include:

- a) Email communications
- b) Reporting the need for and requesting time off.
- c) Communicating with HR regarding Covid-19 suspected cases.
- d) Entry requirements at any location including temperature logs, mask-wearing, and the frequent use of hand sanitizers.
- e) Socially distancing within each individual office.
- f) Refraining from eating in the cafeteria.
- g) Working remotely from home for all non-essential work tasks.

3. Identify what is essential. Companies should review their operations and identify the employees and business functions that are deemed as essential.

We identified essential functions in March 2020, which included:

- a) Collecting, sorting, dating and following up on all mail.
- b) Account Payable, Accounts Receivable, and Core Accounting tasks.
- c) Receiving shipments of supplies and other equipment.
- d) Preparing for audits.
- e) Completing compliance reports and tasks for clients which cannot be done from a remote location.
- f) Any other task an employee is unable to complete from home because of where the data needed to complete the task resides including but not limited to (secure computers and/or storage devices on the office network and not accessible via the internet and/or a locked files at the office, etc.).

4. Update communication. If they haven't already, organizations and businesses should establish a chain of communication to ensure that information, updates and announcements are distributed as efficiently as possible.

edtec immediately established a core chain of communication through the use of two new email address: ECRTeam@edtec.net (edtec central Response Team) and ETCStaff@edtec.net (all company team members).

Corresponding policies and procedures for when to use these communication channels and emails, in addition to existing processes, was shared with the entire company via a company-wide video conference in March 2020, as well as via emails.

5. Train employees. Safeguarding workers and workplaces require participation from everyone. Businesses and organizations should train employees on the new procedures and policies that are being implemented – and continue to train them as needed.

edtec central has been implementing full-participative preparedness processes by involving all employees in all steps. Our company is small enough in size to ensure that the COS (Center of Support) Team is fully involved in putting in place safety protective and preventative measures from searching out the best deals for supplies, to creating signage. These practices continue on regular parts of the day-to-day operations and are reinforced through peer- and self-recognition of adherence to new policies.

edtec also has additional planned training opportunities for our COS team and our school teams. These include self-paced and self-scheduled training, along with company-wide and small team-scheduled virtual and small group sessions, for keeping team members up-to-date on all things Covid-related.

- 6. Inspect infrastructure systems.** Businesses and organizations should inspect their worksite's systems, including their HVAC and mechanical systems, water systems and cooling towers.

All systems able to be inspected by edtec have been. All other systems are subject to inspection and improvement by the landlord.

- 7. Establish employee pre-screening.** To help prevent COVID-19 from entering the workplace, an employee pre-screening procedure must be developed and implemented. This procedure should check for temperature and other COVID-19 symptoms (cough, fever, shortness of breath) prior to work, every day.

All edtec employees at all locations have followed the entrance screening procedure since March 16, which includes checking temperature, cough, shortness of breath, and if recent activity included risk of Covid. Daily checks are logged.

- 8. Employee requirement.** Companies will need to instruct and train all their employees on new COVID-related requirements, especially with regard to reporting symptoms and mandated self-isolation.

edtec has mandated the following requirements:

- a. Employees must notify their immediate supervisor and stay home if they do have any symptoms.
- b. Employees are prohibited from returning to work until CDC home isolation criteria are met.
- c. edtec informs other employees of possible workplace exposure, while complying with ADA (Americans with Disability Act) and HIPAA (Health Insurance Portability & Accountability Act) confidentiality requirements.

- 9. Implement social distancing.** Companies and organizations must implement and enforce social distancing guidelines, so as to prevent the spread of COVID-19 inside the workplace. edtec follows the basic rule that workers should be separated by a minimum of six feet. We have also implemented these practices:

- a. Requesting team members to work alone when in their individual offices.
- b. Reminding team members to maintain six feet apart when moving about the office halls.
- c. Requesting that only one team member at a time use the office building-provided restroom.
- d. Requesting that team members refrain from eating together in the small dining area.

10. Provide PPE as needed. Businesses and organizations should be prepared to provide personal protective equipment such as face coverings, especially if it is not possible to keep employees six feet apart.

edtec provides both cloth (washable) and disposable face masks to all employees who do not have their own.

11. Properly cleaned and disinfected working areas are important for preventing the spread of COVID-19 in the workplace. In addition to ensuring there are adequate cleaning and disinfecting supplies for all areas, edtec enlists the help of its team member to do their part in keeping their workspaces clean and disinfected.

Specific cleaning and disinfecting guidelines we follow:

- edtec routinely cleans and disinfects all areas such as offices, common areas, and shared electronic equipment.
- If a sick employee is suspected or confirmed to have COVID-19, edtec will perform enhanced cleaning and disinfection of all frequently touched surfaces in the workplace.
- edtec follows the manufacturer's instructions for all cleaning and disinfection products (e.g., required PPE, concentration, application method and contact time).
- edtec team members periodically evaluate procedures to ensure no new hazards are created (e.g. dermatitis from new disinfectant).

12. edtec has established specific protocols and procedures for when an employee becomes sick with or exhibits COVID-19 symptoms in the workplace:

- a) Employees must report when they are sick or experiencing symptoms of COVID-19
- b) edtec will notify the local health department IMMEDIATELY and any co-workers, contractors, or suppliers who may have come into contact with the person with a confirmed case of COVID-19 within 24 hours.
- c) edtec records COVID-19 illnesses on the MIOSHA 300 Log.
- d) COVID-19 is a reportable illness and is reported by the edtec if...
 - The COVID-19 case is confirmed as defined by CDC
 - Work-related as defined by MIOSHA
 - Involves one or more of the general recording criteria

13. edtec refrains from firing, disciplining "or otherwise retaliating against employees who stay home or who leave work when they are at particular risk of infecting others with COVID-19.

14. If an employee is required to stay home because of COVID-related symptoms or has been diagnosed with and recovered from COVID-19, edtec has established the following requirements before allowing that employee back to work:

- a. At least 3 days (72 hours) without fever (without use of fever-reducing medications) AND
- b. Improvement in respiratory symptoms (cough/shortness of breath) AND
- c. At least 10 days have passed since symptoms first appeared.

15. Elements of COVID-19 employee training have and will include, but may not be limited to:

- a. Routes by which COVID-19 is transmitted from person to person
- b. Distance that COVID-19 can travel in the air
- c. How long COVID-19 remains viable in the air and on environmental surfaces
- d. Signs and symptoms of COVID-19
- e. Steps the employee must take to notify the employer of signs and symptoms of COVID-19 or suspected or confirmed diagnosis of COVID-19
- f. Measures the employer is implementing to prevent employee exposure to COVID-19 as described in the employer's exposure control plan
- g. Steps the employee must take to prevent their exposure to COVID-19 including hand hygiene and proper use of personal protective equipment (PPE)
- h. Review of new policies and procedures (remote/telework duties, employee sick policy, employee leave policy)
- i. Screening Procedures
- j. New Controls, such as barriers, drive-thru/pick-up policies, cleaning of workspace, PPE requirements, training on new disinfectant chemicals, changes in shift schedules, etc.