



David Ellis Academy

COVID-19 Preparedness and Response Plan

Amendment #2

2020-2021 School Year

David Ellis Academy COVID-19 Preparedness and Response Plan

Address of School District: **18977 Schaefer Hwy, Detroit, MI 48235**

District Code Number: **82-947**

Building Code Number(s): **08670**

District Contact Person: **Kenya Hildreth**

District Contact Person Email Address: **khildreth@deaschools.com**

Local Public Health Department: **Detroit Health Department**

Local Public Health Department Contact Person Email Address: **dhealth@detroitmi.gov**

Name of Intermediate School District: **Wayne RESA ISD**

Name of Authorizing Body: **DPSCD**

Date of Adoption by Board of Directors: **July 20, 2020 and August 21, 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.



Brian Logan, President of the Board of Directors

August 21, 2020

Date

Introduction and Overview

As David Ellis Academy and schools across the nation transition into the 2020-2021 school year many unknowns remain in the educational world. However, in the midst of uncertainty, David Ellis Academy knows that families and communities need schools to be ready to reopen as soon as possible with guidance from local health officials and other experts. This is a moment when each of us – educators, students and their families, and communities – will unite with one another to ensure that students re-enter schools with safety as a top priority so that learning can continue and students can develop the academic, social and emotional connections necessary for their growth.

These past several months have served as a great reminder of the role that schools play in ensuring an equitable education for all students. Schools create conditions that support students with their social/emotional needs, develop lifelong friendships, explore their passions, and channel their energy into productive pursuits and activities. Reopening our school in a manner that is responsive to the needs of families and communities will involve novel challenges with many undetermined factors. David Ellis Academy is prepared for any scenario that may arise.

As we prepare for the new school year, the David Ellis Academy's leadership team, management company, teachers, support staff, parents and students in partnership with our local health department, and our Board of Directors collaborated to create this guide in an effort to organize a set of directions and protocols aligned to the guidance of the *Centers for Disease Control (CDC) and Governor Gretchen Whitmer's Return to School Roadmap* to lead us as we strive to be champions for the students of David Ellis Academy.

The mission of David Ellis Academy is “to provide a safe and supportive environment to prepare the children of today to be the leaders of tomorrow. We will promote, nurture, and encourage academic mastery to inspire lifelong learning in a global society.” This is only accomplished in an environment of high expectations and in this pursuit, we will not waiver. We understand that there will be circumstances like we may never have experienced before, in which patience will be necessary to do what is in the best interest of our students, staff, and community. These circumstances will not be taken lightly, nor dismissed, in our efforts to ensure the enduring culture of high expectations that have been such an important aspect of the success of our students. Our collective commitment toward ensuring the health and well-being of our students is of utmost importance.

As we prepare to reopen the school, we plan to offer our families the option to choose from a traditional 100% in-person teaching and learning model or a 100% virtual/remote education platform. If there is an escalation of incidents of COVID-19 transmission we will transition to a school-wide 100% Virtual instruction. More information about these decisions and the considerations influencing them can be found in this guide.

David Ellis Academy looks forward to working in collaboration with families and the community as our school begins for the 2020-2021 academic year!

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

Phase 1, 2, or 3 Safety Protocols

Required Protocols

This includes the closure of the school building for in-person instruction and to anyone other than 1) district employees or contractors necessary to conduct minimum basic school operations, 2) food service workers preparing food for distribution to students or their families, and 3) licensed child-care providers and the families they serve. It also includes the suspension of all athletics and busing operations, if applicable.

Presence of School Employees

School employees and contractors will be physically present in the school building at scheduled times for the purposes of conducting basic school operations, which may include remote live instruction, food distribution, cleaning, and front office duties.

Employees or contractors conducting minimum basic school operations will be required to follow the CDC guidelines for mask-wearing and physical distancing of six feet or more while present in the building.

Personal Protective Equipment and Hygiene

DEA will be closed for in-person instruction, however, employees or contractors conducting minimum basic school operations will be required to wear PPE, such as masks and gloves, and will adhere to the CDC guidelines for handwashing.

Spacing and Movement

DEA will be closed for in-person instruction, however, employees or contractors conducting minimum basic school operations will be required to follow the CDC guidelines for social/physical distancing of six feet or more while present in the building.

Screening Students

DEA will be closed for in-person instruction, therefore student screening would not be necessary.

Responding to Positive Tests Among Staff and Students

DEA will be closed for in-person instruction, however, we will follow the Health Department Guidelines for notifying other staff members that may have come in contact with the individual.

Food Service

If it is safe to do so, as a Community Eligibility Provision (CEP) school, DEA will ensure that students have breakfast and lunch meals by conducting the Stop/Pick-Up/Roll Distribution System.

Athletics, Gathering and Extracurricular Activities

DEA will be closed for in-person instruction, therefore all athletic activities, gatherings, assemblies and inter-school activities will be suspended.

Cleaning

While the school is closed for in-person instruction, cleaning protocols will be adjusted to ensure the school building remains functional. Though there will be a minimum number of staff members in the building, the cleaning company will be required to clean common areas with special attention to doorknobs, light switches, hallways, restrooms, and the main office.

Licensed Child Care Provider

Unfortunately, David Ellis Academy is not able to provide child care for frontline workers.

Busing

David Ellis Academy does not currently provide busing operations for students

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

The following will be implemented at David Ellis Academy:

Student Support

- Establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams
- Teachers will continue to use the Success For All Intervention Form to identify students who may be struggling academically and may need additional resources. The team will review the form and schedule a meeting with the family
- Staff will be provided with ongoing professional development. They will also be provided resources by the Dean of Students and School Counselor on a variety of topics.
- Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).
- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.
- Teachers will teach weekly SEL lessons and will provide a space for students to share out during restorative circles during online instruction. Topics from Success for All will include but not limited to Active Listening, Showing Empathy, Feelings, Focus Strategies, Cool Down Strategies
- Designate the School Counselor and Physical Education/Health instructor as the mental health liaisons who will work across the school, local public health agencies, and community partners.
- Leverage MDE resources for student and staff mental health and wellness support.
- Communicate with parents and guardians, via a variety of channels, return to school transition information including:
 - Destigmatization of COVID-19
 - Understanding normal behavioral response to crises
 - General best practices of talking through trauma with children
 - Positive self-care strategies that promote health and wellness
- The school leadership team, counselor, and/or physical educator/health instructor will host meetings and provide information on an ongoing basis. Information will also be provided via Class Dojo, school messenger, and the school's website.

Staff Support

- David Ellis Academy will use a form that teachers will submit to the counselor if there are concerns about a student. The counselor will set up a meeting with the student/family via Zoom.

- Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
- Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).
- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.
- Wellness resources will continue to be provided by the Physical Education/Health Instructor and school counselor.
- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status. Staff will be able to voluntarily complete a personal assessment and submit it to the School Counselor or School Leadership Team for additional resources and support.
- Provide resources for staff self-care, including resiliency strategies.
- Teachers will receive self-care resources from the School Counselor and Dean of Students. Each staff meeting will also include a mindfulness exercise and circle. This will allow us to practice self-care together and give staff ideas for the classroom on an ongoing basis.
- Designate the School Counselor and Physical Education/Health instructor as the mental health liaisons who will work across the school, local public health agencies, and community partners.
- Leverage MDE resources for student and staff mental health and wellness support.

Phase 1, 2, or 3 Instruction

In the spring of 2020, David Ellis Academy formed a Task Force to create the Continuity Learning Plan to support our distance learning. During this time, feedback of successes and challenges from teachers, students and families were documented and became useful in informing decisions and for planning for the reopening school plan in the fall. Below are some challenges and successes that DEA's task force team identified as having an impact on student achievement. Adjustments for the current implementation plan have been made.

Instruction and Instructional Practices:

- Consistent implementation of an instructional model to promote equity.
- More synchronous student learning including live, interactive and engaging lessons were preferred.
- Staff having time to collaborate and plan is necessary.
- Ongoing professional development necessary to strengthen virtual teaching strategies.
- Integrating digital programs/resources into daily instruction.
- Carefully crafting grading policies to motivate student engagement.

Equity Concerns

- 1:1 Ensure technology and connectivity accessible to all students to participate in online instruction.
- Support services are in place to accommodate students' ability to participate in online instruction.

Technology

- Distribution of Chromebooks and hotspots.
- Staff benefitting from shared professional training to learn virtual platforms and video conferencing.

In Phases 1, 2 or 3, David Ellis Academy will deliver instruction to students remotely. The Academy will use Google Classroom as the common platform across all grades. All staff have begun professional development on Google classroom and will continue training throughout the school year. As well as, parents will be provided an opportunity to learn Google classroom in order to support their child if needed. During remote learning, the academy will adhere to the vision of instruction by providing high quality, rigorous, standards based instruction through the expansion of digital curriculum resources.

To support the curriculum, all students will receive student workbooks and technology devices to ensure students have access to Google Classroom, Flipgrid, Jamboard, Reading

A-Z and other teacher selected digital resources. Students will receive a combination of live (real time) and flexible time modes of digital instruction.

Recognizing that there were challenges and limitations experienced by students and their families during the spring 2020, DEA is revising curriculum standards guides for K-8th grades to highlight priority standards for each grade level as well as the prerequisite knowledge and skills learners need in order to be successful with grade level content. Professional development will support teachers with these efforts. Best practices that promote student engagement, consistency and differentiation have been selected and will focus on depth of knowledge content learning. Uncovering and addressing unfinished learning in the context of grade level work will be a focus.

Assessment data will be used to determine where students are academically and how to support students and families on grade level instruction. Teachers and support staff will norm formative practices through exit tickets, student work and student discussions. Staff will use these sources of information to inform instructional choices in connection with high quality instructional materials. Assessments will include NWEA, DRA, KRA and core curriculum end of the unit modules. Support staff have planned alternative means to access students virtually during the first few weeks of school.

The Academy purchased Chromebooks that will be made available to students. Personally assigned Chromebooks for at home and school use will support virtual/remote learning and student access to school selected online programs.

Special Education

Students with IEPs and 504 Plans, along with the staff who work closely with them will develop guidance around remote learning. All students' IEPs, 504 Plans will be reviewed with our general and special education teacher to reflect the child's needs based on assessments data, parent feedback, and design accommodations to match services accordingly. Online intervention and support services will continue with the students' plan that has been developed based on individual student needs. Special attention will be given to the instructional model, student's learning environment and any other circumstances. Structures have been prioritized for the general and special education teacher to collaborate on plans to deliver assessments and instruction as outlined on student IEPs. Individual student needs will be considered in all aspects of accessibility and technology assistance.

Communication/ Family supports

Communication will continue to be a high priority for DEA to keep families informed of school happenings. We will continue to communicate with parents via phone call, email, Class Dojo and if necessary, US mail. These communications to parents will include information regarding:

- School reopening options and expectations (traditional, hybrid or remote learning)
- Their child's performance on standardized assessments
- Current school curriculum
- Parent Virtual training on the use of the various digital platforms utilized by the school (Google Classroom, Zoom, PowerSchool, etc.)
- A detailed list of additional resources for academic help (Reading A-Z, Exact Path, Success for All, Khan Academy, etc.)
- Other services offered to families (food support, mental health services, etc.)

Professional Learning

DEA has created a professional development calendar for the school year to support the implementation of our learning plan. Careful and intentional supports have been put in place to ensure ample planning time for staff to acclimate themselves to new trainings, curricula resources and to plan for implementation. Professional learning will include Google Classroom, Flipgrid, and Jamboard tools to support remote learning. All staff, including leadership, will receive training on digital tools to enhance student learning. Other professional learning include social-emotional learning, support focusing on priority standards and prerequisite skills, vertical collaboration to discuss unfinished learning and the implementation of new components of curriculum resources which address virtual/remote learning. The Academy will continue to build staff capacity around virtual/remote learning and strategies to ensure each staff member is prepared to instruct successfully.

Intentional discussion on the workload for students and parents during remote learning was considered. While the coursework and assignments can be done when they fit a student's schedule, there is still an expectation of regular work in all courses. A general rule of thumb is about 2-3 hours per week for each content area in grades K-8.

Professional learning will be offered to parents to assist them in using the tools needed to support their child with virtual/remote learning. Professional learning will support teachers in identifying students who did not engage in remote learning in spring 2020 who need extra support or any student who's identified as needing more support. Students identified will be provided extra supports such as intervention, an individualized action plan, tutoring, etc.

David Ellis Academy teachers and staff were professionally developed in the past on building capacity around equity, implicit biases and culturally responsive education. We will continue to add additional professional develop in this area.

Monitoring

The Academy will send surveys to students and families to assess and monitor our connectivity, technology and devices initiative, the quality of virtual/remote learning and overall instruction.

Attendance

Online attendance will be tracked throughout the day via Go Guardian, Zoom meeting participation, and/or Google Classroom participation. Students will be expected to check in for a specified time in the morning by answering a morning question online and will be expected to be present throughout the day for scheduled live Zoom meetings, participation in Google Classroom lessons and/or participation on any other online platforms. A weekly schedule will be provided for each student based on each grade level and will include the expectations, days, and times for logging into Zoom and/or any other online platforms per subject. Once the daily attendance data is collected, the data will be input into the PowerSchool attendance system. The attendance procedures listed above for tracking and monitoring online student attendance is all contingent upon the attendance requirements put forth by the state of Michigan.

Parents and/or guardians of students who are not consistently meeting the online active participation requirements and therefore, have been inactive for 10% or more of the total school days, will be notified by a school administrator and/or member of David Ellis Academy's Success for All Attendance Team to identify the root cause of the chronic absenteeism for particular students. Student attendance issues will be evaluated on a case by case basis and solutions will be provided to families in order to increase the amount of each student's online participation.

Student Work

Teachers will continue to access student work and provide timely feedback to students. Teachers will display student work as a process, use student work to celebrate strengths and use student work as an accountability tool for written work.

Intervention

Promoting student growth and proficiency continues to be a priority for DEA. In addition to classroom remedies, providing students with intervention services has helped to ensure academic goals are met. Unfinished learning, due to the abrupt switch to remote learning and typical summer loss, makes this year's intervention plan even more imperative.

Our intervention plan is centered on using data to inform instruction and make decisions. In the fall, all students will be assessed to determine their level of proficiency on grade level standards using diagnostics, screeners, and formative assessments (e.g., NWEA, DRA, Kindergarten Readiness Assessment, etc.). The results of these assessments will be

reviewed to identify trends and gaps in learning for all students. The data will ultimately be used to design plans to differentiate support and provide students with the support level necessary to ensure sufficient academic growth. Intervention support services will be provided remotely using an online support schedule based on our students' needs.

We will continue to use the Multi-Tiered Systems of Support model to differentiate support. This model uses "Tiers" to define the level of support each student receives. "Tier 1" students will receive intervention and instruction through the core curriculum, "Tier 2" students will receive targeted intervention based on their skill-level, and "Tier 3" students will receive intensive intervention based on their skill-level. All students will be progress monitored within the classroom and "Tier 2" and "Tier 3" students will also be progress monitored within the intervention program.

Over the summer, intervention programs will be inventoried and reviewed to determine effectiveness. Additional research-based programs will be procured if gaps are identified. We will begin the year using identified research-based interventions and programs to meet the on-going needs of our students.

Phase 1, 2, or 3 Operations

Strongly Recommended Protocols

David Ellis Academy will adhere to the following strongly recommended protocols as outlined in the Michigan Road Map.

Facilities

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Continue to maintain schools in good working order to prepare for the subsequent return of students.
- Execute school cleaning and disinfection protocols according to the [CDC School Decision Tree](#).
- Custodial staff will wear surgical masks when performing cleaning duties especially when near other employees
- If requested by Wayne RESA, David Ellis Academy will create a contingency plan to coordinate the use of the building for essential actions including elections, food distribution.
- Participate and advocate for Wayne RESA to coordinate with the [Local Emergency Management Programs](#) (LEMP) for support with the procurement of cleaning and disinfection supplies.

Technology

- Continue to communicate with and survey families to collect information about the numbers, types, and conditions of devices used in their homes to support remote learning.
- Designate the IT Director as a single point of contact to plan and communicate with the David Ellis Academies' technology teams.
- 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 technology plan that includes training and support for educators, students, and parents to adapt remote learning for the classroom.
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
- Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology and serve as a "help desk."
- Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures will include:
 - Safely bagging devices collected at schools;
 - Sanitizing the devices prior to a repair or replacement evaluation;
 - Ordering accessories; and
 - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- Utilize the DEA asset tracking tool.

- Identify a vendor to assist with processing, returning, and maintaining devices if needed.
- Develop on-site triage of staff that includes the IT Director and Technology vendor to monitor devices to minimize the time that staff or students may be without a device.
- Utilize the IT Director and Technology Vendor to prepare the Infrastructure Evaluation process. Every Wi-Fi access point and the wired network device will be tested.
- Develop a technology support plan for families.
- Continue to monitor device usage and compliance with online learning programs.
- Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.
- Ensure that students can submit assignments and be evaluated accordingly.
- Schedule ongoing staff training on platforms and tools.
- 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.
- Ensure every student has access to the appropriate technology and connectivity needed to continue learning.

Budget, Food Service, Enrollment, and Staffing

- Based on instructional programming, provide instructional resources and materials to staff and students as feasible.
- Work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment.
- Ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families.
- Solidify food service processes, device distribution, delivery sites, and communication plans as necessary.
- Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.

Digital Device Access

All enrolled students at David Ellis Academy will have access to Chromebooks or other digital devices. A needs survey has been completed and analyzed. Chromebooks have already been purchased.

Staff Redeployment

Staff will be redeployed to meet the needs of the families including, but not limited to paraprofessionals and other support staff service as online tutors, food distribution helpers and front office support.

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

David Ellis Academy will begin the school year operating virtually, following all protocols listed in Phase 1-3.

However, after evaluating the COVID-19 decrease or increase of the virus and its effects on citizens, on a monthly basis, David Ellis Academy will determine when/if it is safe for students and staff to return to the building. At that time, DEA will still offer the parents the choice of the allowing their child to learn face-to-face under the hybrid model or remain at virtual learning.

Phase 4 Safety Protocols

David Ellis Academy will ensure the following requirements are met:

Personal Protective Equipment

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

Hygiene

- Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
- Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues will be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Systematically and frequently check and refill soap and hand sanitizers.
- Students and teachers will have scheduled handwashing with soap and water every 2-3 hours.
- Limit sharing of personal items and supplies such as writing utensils.

- Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
- Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
- Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.

Spacing, Movement and Access

- Class sizes will be kept to the level afforded by necessary spacing requirements. In order to maintain physical-distancing. Students will sit in every other row.
- In classrooms where large tables are utilized, space students as far apart as feasible.
- As feasible, arrange all desks facing the same direction toward the front of the classroom.
- Teachers will maintain six-feet of spacing between themselves and students as much as possible.
- Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
- Post signage to indicate proper social distancing.
- Floor tape or other markers will be used at six-foot intervals where line formation is anticipated.
- Provide social distancing floor/seating markings in waiting and reception areas.
- Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- Adult guests entering the building will be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building.
- If a classroom has windows that can open, they will be open as much as possible, weather permitting. Considerations will be made for students with allergy-induced asthma.
- As able and appropriate, schools will try to cohort groups of students to isolated hallways or areas that can be monitored.
- As able, "specials" (like art, music, and library) will be brought to the classrooms instead of having students move to different locations.
- If all students cannot fit in the classroom space available, a school may consider implementing a staggered school schedule that incorporates alternative dates of attendance or use of virtual teaching such as an A/B schedule.
 - If a staggered school schedule is adopted, will consider partnering with community organizations to identify safe spaces where children can engage virtually, especially if family members work and children cannot be home alone.

- Efforts will be made to keep six-feet of distance between people in the hallways. Staggered movements at incremental intervals will be used if feasible to minimize the number of persons in the hallways as able.
- Staff will be assigned to monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
- Where possible, physical education will be held outside and social distancing of six-feet will be practiced.
- The flow of foot traffic will be directed in only one direction, if possible. If the one-way flow is not possible, hallways will be divided with either side following the same direction.
- Entrances and exits will be kept separate to keep traffic moving in a single direction.

Screening Students and Staff

- DEA will cooperate with the local public health department and Wayne RESA regarding implementing protocols for screening students and staff.
- DEA will identify and designate a quarantine area and a staff person to care for students who become ill at school.
- Students who become ill with symptoms of COVID-19 will be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children will wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
- Symptomatic students sent home from school will be kept home until they have tested negative or have completely recovered according to [CDC guidelines](#).
- Staff will conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they will stay home.
- An electronic monitoring form for screening employees will be developed.
- Families are encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater will stay home and consider coronavirus testing if symptoms of COVID-19 are present.
- Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, will prompt the family to keep the student home from school and to follow up with a primary care provider.

Testing Protocols for Students and Staff and Responding to Positive Cases

- DEA will cooperate with the local public health department regarding implementing protocols for screening students and staff.
- Students who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.

- Staff who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported for off-site testing.
- Symptomatic students and staff sent home from school will be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
- Families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes less than six-feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff will be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.
- Parents and guardians will be encouraged to check students' temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater will stay home and consider coronavirus testing.
- Staff will be onsite at the Stop/Drop/Roll lines to take the temperature of any student that did not complete the screening at home.
- Parents and guardians are encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, will prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.

Responding to Positive Tests Among Staff and Students

- DEA will cooperate with the local public health department 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 showed symptoms to the time when he or she was last present at the school.
- Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six-feet apart for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.
- Note: schools will provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease-related information is protected health information. (Even if a family/student acknowledges and publicly discloses a positive test, school staff and officials will not participate in discussions or acknowledge a positive test).

David Ellis Academy COVID-19 Preparedness and Response Plan

- Employees with a confirmed case of COVID-19 will only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
- Cleaning staff will wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.
- If possible, smaller areas such as individual classrooms will be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

Food Service, Gathering, and Extracurricular Activities

- Prohibit indoor assemblies that bring together students from more than one classroom.
- Classrooms or outdoor areas will be used for students to eat meals at school, if distancing guidelines cannot be met.
- If cafeterias will be used, meal times will be staggered to create seating arrangements with six feet of distance between students.
- Serving and cafeteria staff will use barrier protection including gloves, face shields, and surgical masks.
- Students, teachers, and food service staff will wash hands before and after every meal.
- Students, teachers, and staff will wash hands before and after every event.
- Large scale assemblies of more than 50 students are suspended.
- Off-site field trips that require bus transportation to an indoor location are suspended.
- Recess will be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students will wear facial coverings.
- If possible, school-supplied meals will be delivered to classrooms with disposable utensils.
- If possible, schools will offer telecasting of assemblies and other school-sanctioned events.
- Extracurricular activities may continue with the use of facial coverings.

Athletics

- Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
- Students, teachers, and staff will use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant will confirm that they are healthy and without any symptoms prior to any event.
- All equipment will be disinfected before and after use.
- Inter-school competitions may be held provided that, facial coverings are worn if school transportation is provided. Buses will be cleaned and disinfected before

and after every use, as detailed in the subsequent “Busing and Student Transportation” section.

- Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention will be given to entry and exit points to prevent crowding.
- Each participant will use a clearly marked water bottle for individual use. There will be no sharing of this equipment.
- Handshakes, fist bumps, and other unnecessary contact will not occur.
- Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
- Large scale indoor spectator events are suspended.
- Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household will maintain six-feet of distance from one another.

Cleaning

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

Busing and Student Transportation

David Ellis Academy does not provide student transportation. All off-site field trips will be suspended as well.

Medically Vulnerable Students and Staff

- Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
- Create a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.
- Pertaining to medically vulnerable students, revise the school's remote learning plan to incorporate feedback and input from teachers, families, students, and school leaders and improve its effectiveness. Share it with all involved stakeholders.
- Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) will have N95 masks.
- Enable staff who are high-risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six-feet from others, modify job responsibilities that limit exposure risk, or to telework if possible.

Phase 4 Mental & Social-Emotional Health

Student Support

- Establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams
- Teachers will continue to use the Success For All Intervention Form to identify students who may be struggling academically and may need additional resources. The team will review the form and schedule a meeting with the family
- Staff will be provided with ongoing professional development. They will also be provided resources by the Dean of Students and School Counselor on a variety of topics.
- Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).
- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.
- Teachers will teach weekly SEL lessons and will provide a space for students to share out during restorative circles during online instruction. Topics from Success for All will include but not limited to Active Listening, Showing Empathy, Feelings, Focus Strategies, Cool Down Strategies
- Designate the School Counselor and Physical Education/Health instructor as the mental health liaisons who will work across the school, local public health agencies, and community partners.
- Leverage MDE resources for student and staff mental health and wellness support.
- Communicate with parents and guardians, via a variety of channels, return to school transition information including:
 - Destigmatization of COVID-19
 - Understanding normal behavioral response to crises
 - General best practices of talking through trauma with children
 - Positive self-care strategies that promote health and wellness
- The school leadership team, counselor, and/or physical educator/health instructor will host meetings and provide information on an ongoing basis. Information will also be provided via Class Dojo, school messenger, and the school's website.

Staff Support

- David Ellis Academy will use a form that teachers will submit to the counselor if there are concerns about a student. The counselor will set up a meeting with the student/family via Zoom.

- Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
- Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).
- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.
- Wellness resources will continue to be provided by the Physical Education/Health Instructor and school counselor.
- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status. Staff will be able to voluntarily complete a personal assessment and submit it to the School Counselor or School Leadership Team for additional resources and support.
- Provide resources for staff self-care, including resiliency strategies.
- Teachers will receive self-care resources from the School Counselor and Dean of Students. Each staff meeting will also include a mindfulness exercise and circle. This will allow us to practice self-care together and give staff ideas for the classroom on an ongoing basis.
- Designate the School Counselor and Physical Education/Health instructor as the mental health liaisons who will work across the school, local public health agencies, and community partners.
- Leverage MDE resources for student and staff mental health and wellness support.

Phase 4 Instruction

David Ellis Academy will begin the school year operating virtually, following all protocols listed in Phase 1-3.

However, after evaluating the COVID-19 decrease or increase of the virus and its effects on citizens, on a monthly basis, David Ellis Academy will determine when/if it is safe for students and staff to return to the building. At that time, DEA will still offer the parents the choice of the allowing their child to learn face-to-face under the hybrid model or remain at virtual learning.

David Ellis Academy formed a Return to Instruction and Learning work group which included a broad group of stakeholders. This task force team gathered feedback from teachers, families and leadership to revise the Academy's remote learning plan for reopening school during Phase 4. This plan will be shared with all stakeholders and shared on the Academy's website.

The Reopening Schools Plan offers DEA families the option of hybrid learning with building social distancing protocols in place and smaller class size as guided by the CDC. Another option for families will be for students to participate in remote/virtual learning only. These options for continued learning were developed based on a parent survey and its feedback indicating parents best selections. In-person learning will consist of 4 days in school and 1 day online. Virtual/remote learning consists of 5 days online.

DEA will continue its high expectations for all students. Students will continue to be exposed to high quality instruction guided by standards, rigor, instructional best practices and focus on data to drive instructional decisions. DEA will continue with grade level content and instructional rigor by examining the major work of the grade K-8 in math and the College Readiness Standards K-8 in ELA to prioritize content learning. Staff will receive professional development to identify support structures within the instructional day, practices to re-engage students to work on grade-level content and strategies to embed formative assessments to determine and address gaps in learning using data. Staff will embed social and emotional learning into daily instruction to create a learning environment that feels both physically and psychologically safe for students and adults.

The Academy selected instructional best practices to target, however teachers have unlimited practices to utilize while instructing. The core best practices will leverage high student engagement and expectations. Practices will be used in all phases of instruction to promote clear expectations for student learning in-person and virtual/remotely. The practices include but are not limited; checking for understanding by using practices to collect data on student mastery, high engagement by using pacing techniques, and practices that promote students doing most of the cognitive work through writing and discussion.

DEA has expanded its digital resources to ensure students have consistent access to high quality learning tools. The resources include; digital tools provided by our core curriculum programs. These tools align to in-person and virtual/remote learning. In addition, Edgenuity, a provider of online and blended learning solutions will be accessible for students and families who prefer online learning. Staff will continue to receive training and support in applying blended learning strategies.

Teachers will continue to use informal and formal assessments data from KRA, DRA, NWEA, etc. to provide feedback by embedding strategies to progress monitor standards being taught and address gaps in learning where needed. This process will be used to inform additional supports (e.g., push-in or pull out intervention, tutoring...). Grade Level meetings have been prioritized to discuss and analyze student data to improve student achievement.

Guidance around instructional time for in-person and remote learning has been set by the curricula resources. A Master schedule has been created to integrate social-emotional learning, core subjects, specials and lunch considerations. Our instructional vision that all students will begin the year with access to grade level instruction and high-quality standards-aligned instructional materials in every subject remains a focus.

Special Education

Students with IEPs and 504 Plans, along with the staff who work closely with them will develop guidance around hybrid and remote learning. All students' IEPs, 504 Plans will be reviewed with our general and special education teacher to reflect the child's needs based on assessments data, parent feedback, and design accommodations to match services accordingly. During hybrid and online instruction, intervention and support services will continue with the students' plan that has been developed based on individual student needs. Special attention will be given to the instructional model, student's learning environment and any other circumstances. Structures have been prioritized for the general and special education teacher to collaborate on plans to deliver assessments and instruction as outlined on student IEPs. Individual student needs will be considered in all aspects of accessibility and technology assistance.

Intervention Services

Promoting student growth and proficiency continues to be a priority for DEA. In addition to classroom remedies, providing students with intervention services has helped to ensure academic goals are met. Unfinished learning, due to the abrupt switch to remote learning and typical summer loss, makes this year's intervention plan even more imperative.

Our intervention plan is centered on using data to inform instruction and make decisions. In the fall, all students (online and in person) will be assessed to determine their level of

proficiency on grade level standards using diagnostics, screeners, and formative assessments (e.g., NWEA, DRA, KRA, etc.). The results of these assessments will be reviewed to identify trends and gaps in learning for all students. The data will ultimately be used to design plans to differentiate support and provide students with the support level necessary to ensure sufficient academic growth whether online or in person.

We will continue to use the Multi-Tiered Systems of Support model to differentiate support. This model uses “Tiers” to define the level of support each student receives. “Tier 1” students will receive intervention and instruction through the core curriculum, “Tier 2” students will receive targeted intervention based on their skill-level, and “Tier 3” students will receive intensive intervention based on their skill-level. All students will be progress monitored within the classroom and “Tier 2” and “Tier 3” students will also be progress monitored within the intervention program.

Over the summer, intervention programs will be inventoried and reviewed to determine effectiveness. Additional research-based programs will be procured if gaps are identified. We will begin the year using identified research-based interventions and programs to meet the on-going needs of our students.

Communication/ Family Supports

The parents and families need to remain abreast of what is happening with the school; therefore communication will continue to be a high priority for DEA. We will continue to communicate with parents via phone call, email, Class Dojo and if necessary, US mail.

These communications to parents will include information regarding:

- School expectations about school reopening
- Standardized assessments and their child’s performance
- Current school curriculum
- School reopening options (traditional or remote learning)
- Parent Virtual training on the use of the various digital platforms utilized by the school (Google Classroom, Zoom, PowerSchool, etc.)
- A detailed list of additional resources for academic help (Reading A-Z, Exact Path, Success for All, Khan Academy, etc.)
- Other services offered to families (food support, mental health services, etc.)

Professional Learning

DEA has created a professional development calendar for the school year to support the implementation of our learning plan. Careful and intentional supports have been put in place to ensure ample planning time for staff to acclimate themselves to new trainings, curricula resources and to plan for implementation. Professional learning will include Google Classroom, Flipgrid, and Jamboard tools to support both in-person and virtual/remote learning. All staff, including leadership, will receive training on digital tools to enhance student learning. Other professional learning include support focusing on priority standards and prerequisite skills, vertical collaboration to discuss unfinished

learning and the implementation of new components of curriculum resources which address virtual/remote learning.

Professional learning will be offered to parents to assist them in using the tools needed to support their child with in-person or virtual/remote learning.

Professional learning will support teachers in identifying students who did not engage in remote learning in spring 2020 who need extra support or any student whose identified as needing more support. Students identified will be provided extra supports such as intervention, an individualized action plan, tutoring, etc.

David Ellis Academy teachers and staff were professionally developed in the past on building capacity around equity, implicit biases and culturally responsive education. We will continue to add additional professional develop in this area.

Attendance

David Ellis Academy will monitor and track student attendance on a daily basis using a combination of PowerSchool as well as Go Guardian's online activity tracking system.

For students in grades K-5 who are enrolled in the traditional in-person instruction four days a week and one day online, attendance will be taken via PowerSchool during the four days of in-person instruction and via Go Guardian during the one day of online instruction. PowerSchool attendance will be taken for each student's conference period, AM, and PM. On the one day a week that students will be receiving their instruction online, attendance will be tracked via Go Guardian, Zoom meetings, and/or Google Classroom participation and that attendance data will be entered into PowerSchool. The attendance requirements for online instruction will be developed per grade level.

Student attendance in grades 6-8 will also be tracked and monitored via PowerSchool, but attendance will be taken during their conference hour and for each subject throughout the day and tracked via Go Guardian, Zoom meetings, and/or Google Classroom participation for the one day of online instruction.

For students that are enrolled in the remote learning model only, attendance will be tracked throughout the day via Go Guardian, Zoom meetings, and/or Google Classroom participation. Students will be expected to check in for a specified time in the morning by answering a morning question online and will be expected to be present throughout the day for scheduled live Zoom meetings, participation in Google Classroom activities and/or participation on any other online platforms. A weekly schedule will be provided for each student based on each grade level and will include the expectations for logging into Zoom and/or any other online platforms per subject. The attendance procedures listed above for tracking and monitoring online student attendance are all contingent upon the attendance requirements put forth by the state of Michigan.

Parents and/or guardians of students who are not consistently meeting the online active participation requirements or are missing 10% or more of the total school days, will be notified by a school administrator and/or member of David Ellis Academy's SFA Attendance Team to identify the root cause of the chronic absenteeism for particular students. Student attendance issues will be evaluated on a case by case basis and solutions will be provided to families in order to increase the amount of his/her active online participation and/or days physically in the school building.

Student Work

Teachers will continue to access student work and provide timely feedback to students. Teachers will display student work as a process, use student work to celebrate strengths and use student work as an accountability tool for written work.

Student Workload

This is a common question for students and parents considering a remote learning experience. While the coursework and assignments can be done when they fit a student's schedule, there is still an expectation of regular work in all courses. A general rule of thumb is about 2-3 hours per week for each content area in grades K-8 and 5-7 hours for high school courses.

Phase 4 Operations

David Ellis Academy will adhere to the following guidelines as outlined in the MI Safe Start Roadmap.

Facilities

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
- Advocate for ISDs to coordinate with LEMPs.
- Audit any additional facilities that the district may have access to that could be used for learning.
- Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces will be cleaned several times a day.
- Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.
- Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- Encourage schools to provide advanced training for custodial staff.
- Custodial staff will continue deep cleaning over the summer.
- Audit all school buildings with a focus on:
 - How many classrooms are available;
 - The size of each classroom;
 - Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
 - The ventilation in each classroom.
- Audit school security protocols to decide if any process changes need to be implemented.
- School security staff will follow CDC protocols if interacting with the general public.
- Maintain facilities for in-person school operations.
- Check HVAC systems at each building to ensure that they are running efficiently.
- Air filters will be changed regularly.
- Custodial staff will distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
- Signage about frequent handwashing, cough etiquette, and nose blowing will be widely posted, disseminated, and encouraged through various methods of communication.
- Custodial staff will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.

- School leaders will conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low- income students, and students with special needs.
- Procure level-1 surgical masks for cleaning and janitorial staff.
- Activate school cleaning and disinfection protocols according to the CDC School Decision Tree.
- Custodial staff will wear surgical masks when performing cleaning duties.
- Maintain facilities for resumption of school operations.

Budget, Food Service, Enrollment, and Staffing

- Support schools in assessing student arrival protocols. This will include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).
- Support schools in conducting staff and student outreach to understand who is coming back.
- For staff, this will include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.
- Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).
- For students, this will include those with preexisting conditions who may need a remote learning environment.
- Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
- Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
- Recruit, interview and hire new staff.
- Consider redeploying underutilized staff to serve core needs.
- Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.
- Communicate any student enrollment or attendance policy changes with school staff and families.
- Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.
- Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
- Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.

- Inventory how many substitute teachers are available.
- Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
- Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- Work with school leaders to orient new school staff to any operational changes.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology

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

- Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
- Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- Prepare the Infrastructure Evaluation process.
- Every Wi-Fi access point and wired network device will be tested.
- Develop a technology support plan for families.
- Deploy digital learning devices and move to virtual learning.
- Communicate consistent procedures for return and inventory of school owned devices as part of a return to school technology plan. The procedures will include:
- Safely bagging devices collected at schools;
- Ensure that school and community access points and wired network devices are functional.
- Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.
- Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.
- Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district.
- Identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.

Transportation

David Ellis Academy does not provide transportation to and from school. Field trips and athletic activities will be suspended during Phase 4, therefore busing will not be utilized.

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

Phase 5 Safety Protocols

David Ellis Academy will adhere to the following guidelines as outlined in the MI Safe Start Roadmap.

Governance

In conjunction with the CAO, Leadership team, staff and parents the academy will gather feedback regarding the current remote learning experience via survey, phone call and/or virtual conversations to determine its effectiveness during the pandemic. The remote learning plan will be revised to include feedback from all stakeholders and will be implemented in the event of a school closure.

Instruction

The school year will resume with teachers providing students with high quality instruction aligned to the standards in all required subjects using the current curriculum. Formative and summative assessments (NEW, DRA) will be administered to students in grade K-8 to determine initial grade level proficiency levels. This data will be reviewed to identify grade level gaps and determine appropriate supports and intervention implementation. We are aware that many students are behind; therefore, we have determined several high yield strategies for all subjects that will assist in increasing student learning. This will allow for differentiation and allow for students to receive what they need at a level appropriate for them. The special education department, teachers and parents will review student IEP's to determine the current needs of the student and make adjustments as necessary. Teachers will continue to incorporate technology into their daily classroom lessons to maintain student and teacher familiarity with virtual learning and its platforms. Tutoring and summer school will be implemented to provide students with additional assistance with skills and learning gaps. SEL will be added into the daily schedule to address the emotional and mental needs of all students as well as build relationships between student and staff.

Communication/ Family supports

The parents and families need to remain abreast of what is happening with the school; therefore communication will continue to be a high priority for DEA. We will continue to communicate with parents via phone call, email, Class Dojo and if necessary, US mail. These communications to parents will include information regarding:

- School expectations about school reopening
- Standardized assessments and their child's performance
- Current school curriculum
- School reopening options (traditional or remote learning)
- Parent Virtual training on the use of the various digital platforms utilized by the school (Google Classroom, Zoom, PowerSchool, etc.)

David Ellis Academy COVID-19 Preparedness and Response Plan

- A detailed list of additional resources for academic help (Reading A-Z, Exact Path, Success for All, Khan Academy, etc.)
- Other services offered to families (food support, mental health services, etc.)

Professional Learning

Teacher professional learning is of high importance at DEA. Teachers have received professional learning around curriculum as well as social emotional learning for students. Teachers are currently required to submit monthly documentation around professional learning opportunities. This will remain a practice for teachers and will include any professional learning that is held whether school is opened or closed for any reason. More professional learning around equity and blended/remote learning has been added to preplanning week schedule to assist teachers in continuing to provide quality instruction for all students. During the pandemic teachers documented and contacted families that were not actively participating. Teachers will continue to work with families to encourage participation and actively documents those who aren't via an established Google Form.

Personal Protective Equipment

- Facial coverings will always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering will not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, will not wear a facial covering.
- Facial coverings will always be worn in hallways and common areas by K-8 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering will not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, will not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. If social distancing and cohorting is practiced and enforced, facial coverings for students in grades preK-5 are encouraged but not required.
 - Homemade facial coverings will be washed daily.
 - Disposable facing coverings will be disposed of at the end of each day.
 - K-8 students and students with special needs in classrooms, especially if students and teachers are not placed in cohorts.
- Any student who cannot medically tolerate a facial covering will not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, will not wear one.
- Gloves are not required except for custodial staff or teachers cleaning their classrooms.

Hygiene

- Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and [signs](#) reinforcing proper handwashing techniques).

- Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- Educate staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues will be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Students will wash their hands or use hand sanitizer after changing any classroom; teachers in the classroom will wash their hands or use sanitizer every time a new group of students enters their room.
- Systematically and frequently check and refill soap and hand sanitizers.
- Students and teachers will have scheduled handwashing with soap and water every 2-3 hours.
- Limit sharing of personal items and supplies such as writing utensils.
- Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
- Limit use of classroom materials to small groups and disinfect between uses or provide adequate supplies to assign for individual student use.
- Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.

Spacing, Movement and Access

- Spacing is six feet between desks to the extent that it is feasible.
- Class sizes will be kept to the level afforded by necessary spacing decisions.
- In classrooms where tables are utilized, space students as far apart as feasible.
- Arrange all desks facing the same direction toward the front of the classroom.
- Teachers will try to maintain six feet of spacing between themselves and students as much as possible.
- Post signage to indicate proper social distancing.
- Floor tape or other markers will be used at six-foot intervals where line formation is anticipated.
- Provide social distancing floor/seating markings in waiting and reception areas.
- Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- If a classroom has windows that can open, they will be open as much as possible, weather permitting. Considerations will be made for students with allergy-induced asthma.
- As able, schools will try to cohort groups of students to isolated hallways or areas that can be monitored for positive cases if there is a COVID-19 exposure.
- As able, "specials" (like art, music, and library) will be brought to the classrooms instead of having students move to different locations.
- Flow of foot traffic will be directed in only one direction, if possible. If one-way flow is not possible, hallways can be divided with either side following the same direction.

- Efforts will be made to keep six feet of distance between people in the hallways. Staggered movements at incremental intervals will be used if feasible to minimize the number of persons in the hallways as able.
- Have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa.
- Boarding schools will seek guidance from MDHHS regarding spacing, movement, and facility access.

Screening Students, Staff, and Guests

- Every school will identify and designate a quarantine area and a staff person to care for children who become ill at school.
- Students who become ill with symptoms of COVID-19 at school will be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children will wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
- Symptomatic students sent home from school will be kept home until they have tested negative or have completely recovered according to [CDC guidelines](#).
- Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building.
- Staff will conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they will stay home.
- Any parents or guardians entering the building will wash or sanitize hands prior to entry.
- Parents or guardians are not allowed in the school building except under extenuating circumstances as determined by school officials. Only one parent or guardian per child will be allowed to enter except under extenuating circumstances as determined by school officials.
- Parents or guardians are encouraged to check their children's temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater will stay home and consider coronavirus testing if no other explanation is available.
- Parents or guardians are encouraged to ask their children or monitor for symptoms of COVID-19, including cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives will prompt parents or guardians to keep the student home from school.
- Entrances and exits will be kept separate to keep traffic moving in a single direction.

Testing Protocols for Students and Staff and Responding to Positive Cases

- Students who develop fever or become ill with symptoms of COVID-19 at school will wear a mask and be transported by their parent/guardian, emergency contact, or ambulance, if clinically unstable, for off-site testing.
- Staff who develop fever or become ill with symptoms of COVID-19 at school will wear a mask and will be transported for off-site testing.
- Parents and guardians will be notified of the presence of any laboratory positive or clinically diagnosed cases in the classroom and/or school to encourage closer observation for any symptoms at home.
- Symptomatic students and staff sent home from school will be kept home until they have tested negative or have been released from isolation according to CDC guidelines.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes within six feet to the student or staff member) so that they can be quarantined at home. Classmates will be closely monitored for any symptoms. At this time, empiric testing of all students in the class is not recommended. Only those that develop symptoms require testing.
- Parents or guardians are encouraged to check student's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 greater will stay home and consider COVID-19 testing if no other explanation is available.
- Parents or guardians are encouraged to monitor for symptoms of COVID-19, including any cough, congestion, shortness of breath, or gastrointestinal symptoms every morning. Any positives will prompt the parent or guardian to keep the student home from school and seek out testing.

Responding to Positive Tests Among Staff and Students

- Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure. Local health officials, depending on situation, may identify other contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.
- Note: schools will provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials will not participate in discussions or acknowledge a positive test).

- Employees with a confirmed case of COVID-19 will only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
- If possible, smaller areas such as individual classrooms will be closed for 24 hours before cleaning to minimize the risk of any airborne particles.
- Cleaning staff will wear a surgical mask when performing cleaning of these areas along with gloves and face shield.

Food Service, Gathering, and Extracurricular Activities

- Serving and cafeteria staff will use barrier protection including gloves, face shields, and surgical masks.
- Students, teachers, and cafeteria staff wash hands before and after every meal.
- All gatherings, including those that occur outdoors (e.g., graduations) will comply with current and future executive orders that set caps on congregations of people.
- If field trips occur, they will comply with transportation guidelines within this document, including mandatory facial covering.
- If possible, classrooms will be used for eating in place, taking into consideration food allergies.
- If cafeterias need to be used, meal times will be staggered to create seating arrangements with six feet of distance between students.
- If possible, school-supplied meals will be delivered to classrooms with disposable utensils.
- Schools will offer telecasting of assemblies and other school-sanctioned events if able.
- Students and teachers will wash hands before and after every event.
- After-school programs may continue with the use of facial coverings.

Athletics

- Indoor spectator events are limited to 50 people. Large scale outdoor spectator or stadium events are limited to 250 people. Spectators not part of the same household will always maintain six feet of distance from one another.
- Students, teachers, and staff will use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant will confirm that they are healthy and without any symptoms prior to any event.
- All equipment will be disinfected before and after use.
- Each participant will use a clearly marked water bottle for individual use. There will be no sharing of this equipment.
- Indoor weight rooms and physical conditioning activities are allowed. Social distancing of six feet between participants will be maintained while indoors and sharing equipment will be avoided.
- Handshakes, fist bumps, and other unnecessary contact will not occur.

Cleaning

- Frequently touched surfaces including lights, doors, benches, and bathrooms will undergo cleaning at least every four hours with either an [EPA- approved disinfectant](#) or diluted bleach solution.
- Libraries, computer labs, arts, and other hands- on classrooms will undergo cleaning after every class period with either an [EPA-approved disinfectant](#) or diluted bleach solution. Efforts will be made to minimize sharing of materials between students, as able.
- Student desks will be wiped down with either an [EPA-approved disinfectant](#) or diluted bleach solution after every class period.
- Playground structures will continue to undergo normal routine cleaning, but using an EPA- approved disinfectant is unnecessary.
- Athletic equipment can be cleaned with either an [EPA-approved disinfectant](#) or diluted bleach solution before and after each use.
- Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use such products.
- Staff will wear gloves, surgical masks, and face shield when performing all cleaning activities.

Busing and Student Transportation

DEA does not have student transportation and will not conduct any field trips off-site.

Medically Vulnerable Students and Staff

- Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and updating their care plans as needed to decrease their risk for exposure to COVID-19.
- Create a process for students/families and staff to self-identify as high risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.
- Staff caring for children and providing any medical care that include aerosol generating procedures (e.g., nebulizers) will wear an N95 mask at the time of delivery.
- Enable staff who self-identify as high risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible.

Phase 5 Mental & Social-Emotional Health

The following will be implemented at David Ellis Academy:

Student Support

- Establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams
- Teachers will continue to use the Success For All Intervention Form to identify students who may be struggling academically and may need additional resources. The team will review the form and schedule a meeting with the family
- Staff will be provided with ongoing professional development. They will also be provided resources by the Dean of Students and School Counselor on a variety of topics.
- Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).
- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.
- Teachers will teach weekly SEL lessons and will provide a space for students to share out during restorative circles during online instruction. Topics from Success for All will include but not limited to Active Listening, Showing Empathy, Feelings, Focus Strategies, Cool Down Strategies
- Designate the School Counselor and Physical Education/Health instructor as the mental health liaisons who will work across the school, local public health agencies, and community partners.
- Leverage MDE resources for student and staff mental health and wellness support.
- Communicate with parents and guardians, via a variety of channels, return to school transition information including:
 - Destigmatization of COVID-19
 - Understanding normal behavioral response to crises
 - General best practices of talking through trauma with children
 - Positive self-care strategies that promote health and wellness
- The school leadership team, counselor, and/or physical educator/health instructor will host meetings and provide information on an ongoing basis. Information will also be provided via Class Dojo, school messenger, and the school's website.

Staff Support

- David Ellis Academy will use a form that teachers will submit to the counselor if there are concerns about a student. The counselor will set up a meeting with the student/family via Zoom.
- Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
- Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).
- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.
- Wellness resources will continue to be provided by the Physical Education/Health Instructor and school counselor.
- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status. Staff will be able to voluntarily complete a personal assessment and submit it to the School Counselor or School Leadership Team for additional resources and support.
- Provide resources for staff self-care, including resiliency strategies.
- Teachers will receive self-care resources from the School Counselor and Dean of Students. Each staff meeting will also include a mindfulness exercise and circle. This will allow us to practice self-care together and give staff ideas for the classroom on an ongoing basis.
- Designate the School Counselor and Physical Education/Health instructor as the mental health liaisons who will work across the school, local public health agencies, and community partners.
- Leverage MDE resources for student and staff mental health and wellness support.

Phase 5 Instruction

Intervention

Promoting student growth and proficiency continues to be a priority for DEA. In addition to classroom remedies, providing students with intervention services has helped to ensure academic goals are met. Unfinished learning, due to the abrupt switch to remote learning and typical summer loss, makes this year's intervention plan even more imperative.

Our intervention plan is centered on using data to inform instruction and make decisions. In the fall, all students will be assessed to determine their level of proficiency on grade level standards using diagnostics, screeners, and formative assessments (e.g., NWEA, DRA, KRA, etc.). The results of these assessments will be reviewed to identify trends and gaps in learning for all students. The data will ultimately be used to design plans to differentiate support and provide students with the support level necessary to ensure sufficient academic growth whether online or in person.

We will continue to use the Multi-Tiered Systems of Support model to differentiate support. This model uses "Tiers" to define the level of support each student receives. "Tier 1" students will receive intervention and instruction through the core curriculum, "Tier 2" students will receive targeted intervention based on their skill-level, and "Tier 3" students will receive intensive intervention based on their skill-level. All students will be progress monitored within the classroom and "Tier 2" and "Tier 3" students will also be progress monitored within the intervention program.

Over the summer, intervention programs will be inventoried and reviewed to determine effectiveness. Additional research-based programs will be procured if gaps are identified. We will begin the year using identified research-based interventions and programs to meet the on-going needs of our students.

Phase 5 Operations

David Ellis Academy will adhere to the following strongly recommended protocols as outlined in the Michigan Road Map.

Facilities

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Continue to maintain schools in good working order to prepare for the subsequent return of students.
- Execute school cleaning and disinfection protocols according to the [CDC School Decision Tree](#).
- Custodial staff will wear surgical masks when performing cleaning duties especially when near other employees
- If requested by Wayne RESA, David Ellis Academy will create a contingency plan to coordinate the use of the building for essential actions including elections, food distribution.
- Participate and advocate for Wayne RESA to coordinate with the [Local Emergency Management Programs](#) (LEMP) for support with the procurement of cleaning and disinfection supplies.

Technology

- Continue to communicate with and survey families to collect information about the numbers, types, and conditions of devices used in their homes to support remote learning.
- Designate the IT Director as a single point of contact to plan and communicate with the David Ellis Academies' technology teams.
- 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 technology plan that includes training and support for educators, students, and parents to adapt remote learning for the classroom.
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
- Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology and serve as a "help desk."
- Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures will include:
 - Safely bagging devices collected at schools;
 - Sanitizing the devices prior to a repair or replacement evaluation;
 - Ordering accessories; and
 - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- Utilize the DEA asset tracking tool.
- Identify a vendor to assist with processing, returning, and maintaining devices if needed.
- Develop on-site triage of staff that includes the IT Director and Technology vendor to monitor devices to minimize the time that staff or students may be without a device.

- Utilize the IT Director and Technology Vendor to prepare the Infrastructure Evaluation process. Every Wi-Fi access point and the wired network device will be tested.
- Develop a technology support plan for families.
- Continue to monitor device usage and compliance with online learning programs.
- Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.
- Ensure that students can submit assignments and be evaluated accordingly.
- Schedule ongoing staff training on platforms and tools.
- 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.
- Ensure every student has access to the appropriate technology and connectivity needed to continue learning.

Budget, Food Service, Enrollment, and Staffing

- Based on instructional programming, provide instructional resources and materials to staff and students as feasible.
- Work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment.
- Ensure a plan for nutrition services and student meals is in place, and provide a list of alternative meal options to families.
- Solidify food service processes, device distribution, delivery sites, and communication plans as necessary.
- Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.

Transportation

- David Ellis Academy does not provide transportation to and from school.
- If field trips or athletic activities are reinstated, we will do the following:
 - Strongly encourage the use of hand sanitizer before entering the bus. Hand sanitizer should be supplied on the bus.
 - The bus driver, staff, and all students in grades K-8, if medically feasible, will wear facial coverings while on the bus.
 - DEA will ensure the rented bus has been cleaned and disinfected transportation vehicles regularly. Children should not be present when a vehicle is being cleaned.
 - [Clean and disinfect](#) frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.

- If a student becomes sick during the day, they should not use group transportation to return home and should follow protocols outlined above.
- If a driver becomes sick during the day, they should follow protocols for sick staff outlined above and should not return to drive students.
- Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

Athletics

- Indoor spectator events are limited to 50 people. Large scale outdoor spectator or stadium events are limited to 250 people. Spectators not part of the same household must always maintain six feet of distance from one another.
- Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
- All equipment must be disinfected before and after use.
- Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section.
- Each participant should use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
- Indoor weight rooms and physical conditioning activities are allowed. Social distancing of six feet between participants should be maintained while indoors and sharing equipment should be avoided.
- Handshakes, fist bumps, and other unnecessary contact should not occur.

COVID-19 Workplace Preparedness and Response Plan for David Ellis Academy

David Ellis Academy is committed to providing a safe and healthy workplace for all our staff, students, parents, and visitors. To ensure we have a safe and healthy workplace, David Ellis Academy has developed the following COVID-19 Workplace Preparedness Plan in response to the COVID-19 pandemic. Our goal is to mitigate the potential for transmission of COVID-19 in our workplace and community. David Ellis Academy will continue to monitor the related guidance from the U.S. Center for Disease Control and Prevention (CDC), as well as the State of Michigan and local County Health Departments.

This Plan is based on information available at the time of its development and is subject to change based on further information provided by the aforementioned entities. David Ellis Academy may also amend this Plan based on operational needs.

Responsibilities of Staff Members, Students, Parents, and Community Members

David Ellis Academy is asking every one (staff, students, parents, and visitors) to help with our prevention efforts. In order to minimize the spread of COVID-19 at school, everyone must play their part. Everyone must follow the Academy's procedures and policies. In addition, everyone is expected to report to the Academy Administrator if they are experiencing signs or symptoms of COVID-19, as described below. If you have a specific question about this Plan or COVID-19, please ask your Academy Administrator or Human Resources Director.

The CDC has provided the following control and preventative guidance for all stakeholders, regardless of exposure risk:

- Frequent and thorough hand washing for at least 20 seconds. When soap and running water are unavailable, use a non-methanol alcohol-based hand sanitizer with at least 60% alcohol.
 - Before and after shifts and work breaks
 - After blowing your nose, coughing, or sneezing
 - After using the restroom
 - Before eating or preparing food
 - After putting on, touching, or removing face coverings
- Avoid touching your eyes, nose or mouth with unwashed hands.
- Wear a covering over the nose and mouth while in the facilities and working around others.
- Refrain from using other workers' desks, phones, offices or other work tools when possible.
- Adhere to social distancing guidelines established in this plan.
- Follow appropriate respiratory etiquette, which includes covering for coughs and sneezes and

wearing a non-surgical cloth or disposable face mask when in public spaces.

- Avoid close contact with people who are sick.

In addition, staff, students, and parents must familiarize themselves with the symptoms of COVID-19, which include the following:

- Coughing
- Fever (over 100.4 F degrees)
- Shortness of breath and difficulty breathing
- Early symptoms such as chills, body aches, sore throat, headache, diarrhea, nausea/vomiting and runny nose.

If you develop a fever and symptoms of respiratory illness, such as a cough or shortness of breath, DO NOT COME TO SCHOOL, and call your building administrator and healthcare provider right away. Likewise, if you come into close contact with someone showing these symptoms, call your building administrator and healthcare provider right away.

Protective Measures

A. General Safety Policies and Rules

- Staff and students will be required to conduct daily self-examinations, including a temperature check via a monitoring app made available to parents and staff. The screening will be required on a daily basis prior to arriving to the school. Based on the screening results, the staff/student will receive an electronic access badge that will allow entry into the building if screening is passed or be denied access to the building if they have a failed screening.
- Anyone experiencing symptoms of COVID-19 or anyone with a temperature of 100.4 or greater, should stay home until they have received a negative COVID test or have completely recovered according to CDC Guidelines.
- Administration will designate an on-site staff member to perform the function of site specific monitor and oversee the implementation of COVID-19 control strategies.
- Facial coverings must always be worn by all students (PreK-8) and staff except for meals.
 - Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
 - Any student or staff member who cannot medically tolerate a facial covering must not wear one.
 - Any student or staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.
 - All students in grades K-5 must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

- Homemade facial coverings must be washed daily.
 - Disposable facial coverings must be disposed of at the end of each day.
 - K-5 and special education teachers will consider wearing clear masks.
 - Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.
- Provide adequate supplies to support healthy hygiene behaviors (including soap, non-methanol hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
 - Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that doesn't contain methanol, but contains at least 60% alcohol.
 - Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues will be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
 - Systematically and frequently check and refill soap and hand sanitizers.
 - Students and teachers must have scheduled handwashing with soap and water every 2-3 hours.
 - Limit sharing of personal items and supplies such as writing utensils.
 - Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
 - Limit use of classroom materials to small groups and disinfect between uses, or provide adequate supplies to assign for individual student use.
 - Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.
 - Staff and students will be required to follow all district policies and procedures.
 - Staff and students must avoid physical contact with others and shall adhere to social distancing of at least six (6) feet, where possible.
 - All in-person meetings will be limited. To the extent possible, meetings will be conducted by telephone or virtual methods.
 - Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
 - Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.

- Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.

Exposure Situations

Staff or Student Exhibits COVID-19 Symptoms

If a staff or student exhibits COVID-19 symptoms, the staff or student must remain at home until he or she is symptom and fever (100.4 or higher) free for 24 hours without the use of fever-reducing or other symptom-altering medicines (e.g., cough suppressants).

David Ellis Academy will similarly require a student who reports to a building with symptoms be:

- (1) isolated in a designated area, and wearing a face mask, away from all other students and staff members.
- (2) The parent/guardian will come immediately to pick up their student from school.
- (3) The student will not be allowed to return until he or she is symptom and fever (100.4 or higher) free for 24 hours.

David Ellis Academy will similarly require any staff who reports to a building with symptoms will:

- (1) return home until he or she is symptom and fever (100.4 or higher) free for 24 hours.

Staff or Student Tests Positive for COVID-19

A staff member or student who tests positive for COVID-19 will be directed to self-quarantine at home for 14 days and must be symptom/fever (100.4 or higher) free for 24 hours before returning to school.

- (1) Any siblings of a student who tests positive will also be directed to self-quarantine at home.
- (2) If a sibling of a student tests positive for COVID-19 they will be directed to self-quarantine at home.
- (3) If the parent or any other person living in the household of a student tests positive for COVID-19, the student and any siblings will be directed to self-quarantine at home.

Staff members or students who test positive for COVID-19 will be directed to self-quarantine at home. If they are symptom free, they may return to school after 14 days have passed since the date of his or her first positive test and have not had a subsequent illness. Staff members or students who test positive and are directed to seek care for themselves at home may return to school when:

- (1) 14 full days have passed; and
- (2) Symptom/fever (100.4 or higher) free for a full 24 hours; and
- (3) David Ellis Academy will require a staff member or student to provide documentation clearing his or her return to school.

If David Ellis Academy learns that a staff member or student has tested positive, the Academy will report this case to the Wayne County Health Department who may conduct an investigation to determine who may have had close contact with the confirmed positive employee in the prior 14 days and direct those individuals who have had close contact with the confirmed positive employee to self-quarantine for 14 days from the last date of close contact with that staff member or student.

Staff Member or Student Has Close Contact with an Individual Who Has Tested Positive for COVID-19

Staff Members or Students who have come into close contact with an individual who has tested positive for COVID-19 will be directed to self-quarantine at home for 14 days from the last date of close contact with that individual. Direct contact is defined as less than six (6) feet and face to face for a prolonged period of time (15 minutes or longer).

If David Ellis Academy learns that a staff member or student has tested positive, the Academy will report this case to the Wayne County Health Department who may conduct an investigation to determine who may have had close contact with the confirmed positive employee in the prior 14 days and direct those individuals who have had close contact with the confirmed positive employee to self- quarantine for 14 days from the last date of close contact with that staff member or student.

If applicable, David Ellis Academy will also notify any staff members, families of students, or visitors who may have had close contact with the confirmed positive staff member or student. If a staff member or student learns that he or she has come into close contact with a confirmed positive individual outside of school, he/she must alert the Building Administrator of the close contact and self-quarantine for 14 days from the last date of close contact with that individual.

Confidentiality/Privacy

Except for circumstances in which David Ellis Academy is legally required to report classroom and building site occurrences of communicable disease, the confidentiality of all medical conditions will be maintained in accordance with applicable law and to the extent practical under the circumstances. When it is required, the number of persons who will be informed that an unnamed staff member or student has tested positive will be kept to the minimum needed to comply with reporting requirements and to limit the potential for transmission to others.

David Ellis Academy reserves the right to conduct contact tracing in order to inform the staff members, families of students, or visitors that an unnamed person has been diagnosed with COVID-19 if the staff members or students might have been exposed to the disease, so the staff member or student may take measures to protect their own health. David Ellis Academy also reserves the right to inform staff members, families of students, or visitors that an unnamed person has been diagnosed with COVID-19 if they might have been exposed to the disease, so those individuals may take measures to protect their own health.