



## **Winans Academy of Performing Arts COVID-19 Preparedness and Response Plan**

Address of School District: 16411 Curtis St, Detroit, MI 48235

District Code Number: 82748

Building Code Number(s): 02701

District Contact Person: Ms. Lateefah Scott

District Contact Person Email Address: [LScott@solidrock-management.com](mailto:LScott@solidrock-management.com)

Local Public Health Department: City of Detroit Health Department

Local Public Health Department Contact Person Email Address: Denise Fair, Health Officer,  
[dhealth@detroitmi.gov](mailto:dhealth@detroitmi.gov)

Name of Intermediate School District: Wayne County RESA

Name of Authorizing Body: Detroit Public Schools Community District

Date of Adoption by Board of Directors: August 10, 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.

*Tamika Bryant Cromer*

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President of the Board of Directors

8/10/20

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Date

## Introduction and Overview



## **Introduction and Overview**

We recognize until the moment this epidemic is fully contained, our staff, students and families may experience home, health and life fluctuations that require flexible teaching and learning options. With this important service mindset, we have developed cohesive plans for each scenario of the MI Safe Schools plan Phases 1-6. Our chief goal for our district is to ensure the safety of students, staff, and family members while moving our students forward academically, socially and emotionally. In the pursuit of being in compliance with the designated phases, we will work with our partners to create “Covid-Free” environments by establishing consistent on-site safety precautions that are regularly monitored, enforced, and adjusted as well as relying on flexible arrangements like staggered scheduling, telecommuting, and virtual learning to supplement the work we would normally do in person. Please be advised this plan is dynamic and we will continually make adjustments and modifications as needed based upon government issued directives and feedback from our stakeholder community.

### **Core Values**

The Rutherford Winans Administrative Team, staff and school community working collaboratively agree that we will address the following:

- **Health and Safety** – We understand that Maslow’s Needs are the 1st priority and we will make decisions that minimize stress for students, families, and teachers.
- **Social Emotional Well Being** – We will balance forward momentum with the level of support we can provide.
- **Equity, Access and Culturally Responsive Practices** – We will address equity in every way within our control.
- **Flexible Learning Options** -We will create inclusive online and offline spaces for students to engage safely and feel valued.

### **Guiding Principles**

As a public school academies, the following principles guide our work:

**Keep Students at the Center:** Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

- Plan for Student Learning: Build on each student’s strengths, interests, and needs and use this knowledge to positively affect learning.
- Develop a Weekly Plan and Schedule: Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- Contact Families: Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.



**Design Learning for Equity and Access:** Plan and deliver content in multiple ways so all students can access learning.

- Teach Content: Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- Deliver Flexible Instruction: Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- Engage Families: Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

**Assess Student Learning:** Manage and monitor student learning and plan what's next for learning including the potential need for summer and supplemental learning.

- Check Student Learning: Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- Make Instructional Adjustments: Use formative assessment results to guide educators' reflection on effectiveness of instruction and to determine next steps for student learning.
- Engage Families: Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

### **Collaborative Development of Plan**

The plan was developed collaboratively with input from all members of our stakeholder community inclusive of teachers, staff, admin, parents, students, & contractors. We drew from members of those groups to populate the following sub-committees which submitted researched based recommendations that were incorporated into the plan. Each committee held at least two individual virtual sessions and attended three whole body Reopening Committee virtual meetings where sub-committee, submitted draft recommendations were discussed and approved for inclusion into the plan.

### **Sub-Committees**

**Academics** – Focused on and addressed teaching and learning virtually and face-to-face including best practices for curriculum development, alignment & delivery; grade level proficiencies; pacing; assessments & feedback; and instructional tools selection and use.

**School Policy** – Focused on and addressed board and building polices affecting grading; attendance; scheduling; staff professional development; student code of conduct; connectivity & access; technology equity; Special Education compliance; and food access

**SEL** - Focused on and addressed the social, emotional learning needs of students and staff inclusive of regular communications, curating/distributing SEL information and resources, staffed support line, coordinating SEL professional development; and weekly student/family SEL activities

**Family Outreach** – Focused on and addressed curating community resources; developing/distributing parent guide; partnering with PTO; soliciting/coordinating volunteers;



scheduling consistent parent communications; developing parents' expectations; planning & executing parent informational town halls; planning technology learning tools workshops.

**Operations** – Focused on and addressed safety protocols by creating, implementing, monitoring and enforcing the workplace preparedness plan inclusive of ensuring wearing of personal protective equipment; daily cleaning schedule and log verification; deep daily cleaning schedule and log verification; use of CDC approved cleaning products; building entrance protocols for students, parents, staff & visitors; building protocols for suspected and/or confirmed positive COVID-19 infections; and protocols for individual(s) with suspected and/or confirmed positive COVID-19 infections; and technology distribution.

**Supply** - Focused on and addressed identification of needed PPE and services; identification of vendors for needed PPE and services; facilitated initial ordering of needed PPE and services; set amount of needed PPE and services needed on site daily, weekly, and monthly; created threshold levels and timeline for the reordering of needed PPE and services.

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

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

#### **PPE & Hygiene**

- The school was closed for all in person instruction.

#### **Spacing & Movement**

- The school was closed for all in person instruction.
- The school was not used by licensed childcare providers.
- The district closed the school to everyone but the maintenance staff, deliveries, and other individuals necessary to execute essential actions such as hardcopy instructional delivery, technology equipment distribution/collection for three days in April 2020 and three days in May 2020. The district put in place screening procedures inclusive of COVID-19 symptoms questionnaire, digital temperature scanning, the wearing of masks at all times, and hourly handwashing/sanitizing. All teaching and learning were conducted virtually with exceptions for the few families who were unable access the internet due to lack connectivity.

#### **Screening Students**

- The school was closed for all in person instruction.

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

- The school was closed for all in person instruction.

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

- Food Service: Since we receive our food service from Detroit Public Schools, our students were able to get breakfast and lunch at satellite locations. One location was Renaissance High School located at 6565 Outer Drive, Detroit, Michigan 48235. Breakfast and lunch were served starting Wednesday, March 18, 2020. A “grab-and-go” breakfast was served, Monday through Friday,





from 8 a.m. until 10:30 a.m., and a “grab-and-go” lunch was served from 10:30 a.m. until 1 p.m. Students were not allowed to enter the buildings.

- All inter-school activities are discontinued.
- After-school activities are suspended.

#### Cleaning

●The school was closed for all in person instruction, and the cleaning practices were adjusted to maintain school building functional order. The school underwent a thorough deep cleaning and sanitization and those areas were then closed off to the public. Areas still in use were cleaned daily and deep cleaned weekly.

#### Busing & Student Transportation

- All busing operations are suspended.

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

●The school implemented a mental health screening using the one Dean of Culture and Climate in conjunction with the SPED Director and contracted school Social Worker. The dean performed a wellness check by phone and Zoom on all the students who had at least one behavior issue from September 2019 – March 2020 at least twice a week. Students who were experiencing any SEL issue were referred to the SPED Director who would then refer to the school’s contracted Social Worker as needed. Teachers performed a wellness check at least once a week by phone to each student/family. Students/families experiencing any SEL issue was referred to the Dean. The Deans would then refer them to the SPED Director who would then refer to the school’s contracted Social Worker as needed.

●Teachers received ongoing SEL coaching from the Dean of Culture & Climate and virtual PLC group once a month.

●Teachers received ongoing SEL coaching from the Dean Culture and Climate in one-on-one settings as needed and as requested.

●The Dean Culture and Climate with admin created, implemented and monitored a crisis management plan to address issues related to COVID-19.

●The Dean of Culture and Climate curated, distributed and updated weekly a family resource guide inclusive of information on food backs/groceries giveaways, shelters/housing, physical/medical health supports, mental/emotional health supports, child care, technology assistance, and financial resources distributed via weekly email blasts, weekly robocalls and posted to the school’s website.

●The Dean Culture and Climate with admin executed weekly SET (Student Engagement Time) which consisted of virtual field trips, topical discussions, talent competitions, and photo-essays for students and staff.



- The Dean of Culture and Climate with admin executed monthly virtual parent meetings addressing specific SEL topics, keeping students engaged in online learning, preparing for high school.
- The Dean Culture and Climate with admin put together an 7th Grade Informational Tool: Transitional Planning: The High School Entrance Guide.
- The Dean of Culture and Climate with admin executed Fridays assisted teacher-led SEL Activity Day every Friday where teachers executed activities related to improving students mental well-being.
- There were daily teacher-led SEL activities for Morning Meeting where teachers executed activities related to improving students mental well-being.
- Staff were encouraged and allocated time to take as many of the free SEL courses offered by MIVU for inclusion in their annual professional development portfolio.
- Staff were required to take the virtual course Social Emotional Learning: Addressing Trauma Informed Support through MIVU.
- The SPED Director was the designated mental health liaison and coordinated the mental health concerns with contracted Social Worker.

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

### **Alternative Modes of Instruction Phase 1,2,3**

Adhering to the guidelines set forth in the MI Safe Return to School Phases 1, 2, 3: No In-Person Instruction will be administered. During these phases, the district's instructional program will be completely remote. In Phases 1, 2, 3 each student will engage daily in both Synchronous (online instruction live with teacher) and Asynchronous (online independent of teacher) learning throughout the school day. For clarity we define the alternative modes of instruction as "Synchronous learning is online or distance education that happens in real time, whereas Asynchronous learning occurs through online channels without real-time interaction with tracking capabilities" <https://thebestschools.org/magazine/synchronous-vs-asynchronous-education/>.

For each mode of learning students will engage remotely in live interactive classes with teacher; participate in small group instruction with tiered support; and video conferences with specialty teachers and SEL support – all followed by a period of practice and application that may be done offline, independently. Students needing additional assistance may remain online for the intervention, enrichment, and application aspects of the lesson to receive support from teachers and support staff as needed and/or assigned.

Due to school closures during Phases 1, 2, 3 no students will be allowed on campus. Any staff members or members of the public who must be present on campus for any reason are required to wear personal protective equipment (mask or face shield) unless medically



directed not to do so. All CDC guidelines must be adhered to as well. School buildings will be thoroughly cleaned and disinfected in preparation for the return of staff and students.

### **Challenges and Successes**

Our experience with spring remote learning highlighted for us some important and compelling core elements of the learning process.

- For struggling students, the teacher-student relationship plays an important role in motivation for success. In the absence of live interaction, many struggling students were not motivated to engage.
- Remote learning absent of live interaction is not culturally relevant to the way many students learn.
- Remote learning absent of live interaction did not meet the needs of students with special needs.
- Remote learning absent of live interaction required families to serve in the role of teacher, many of whom expressed frustration and inadequacy to support students with their instructional needs.
- Staff members face the same home challenges as the families they serve and the Asynchronous (live stream) instructional model provided those staff members with needed flexibility.

During the implementation of our District's Continuity of Learning and COVID-19 Response Plan the following were our greatest successes:

- ◆ Our parents and students exhibited great zeal and persistency with shifting abruptly from on campus to remote learning; working new technology & educational software such as Google Classroom, Zoom, IXL, Virtual Field Trips and Special education services.
- ◆ Students who were actively engaged continued to show improvement and reported a sense of support from their school and teachers.
- ◆ The execution of the special education team (resource teacher, psychologist, social worker, therapist) under the leadership of our Special Education Direction were most impactful in their continuation of service to our families
- ◆ Our staff's ability to adapt and take personal ownership of their student's mental, social, and academic well-being from the close of school in March until the very end. Their commitment to learning proved to be an asset to our District.
- ◆ Our staff's ability to provide care and wellness checks, calls, text messaging, emails, and in some cases, drive-byes for their students and for one another was above and beyond the call of duty.





- ◆ Our staff's outpour of support to our families from assisting with instruction, aiding their understanding using technology, being available all hours of the day/night including weekends, waiting hours in food give-a-way lines, mailed post cards, and so much more. All without being asked.
- ◆ To have our district work collaboratively without reservation to drive the work of stabilizing technology for online work; strategic lesson planning; real-time social emotional learning options; virtual field trips spearheaded by stakeholders; immediate and consistent collaboration from Management and school Chancellor.

According to parent, students, staff, and partner feedback our challenges were consistent with all stakeholders that being:

- ◆ Student Attendance:
  - Initially we have a good number of our students engaged in learning, however, student attendance with the rapid outbreak of COVID-19 especially in Wayne County. Many of our parents expressed their priorities had to shift from school to the health, well-being, and economic support of their families.
- ◆ Technology:
  - Accessibility of technology where more than one child was in the home.
  - Lack of Wi-Fi capabilities due to a high demand for internet providers
  - Learning curve on how to use and trouble shoot technology for all stakeholders
  - Navigating with ease through varied technology curriculum resources and platforms i.e. Google Classroom, Study Island, IXL, etc.
- ◆ Curriculum
  - Parents were challenged with limited resources to support learning at home
  - Low performing students struggled with grade level content
  - Those students accustomed to tutoring had difficulty not having the support
  - More live teacher broadcasting, Zoom and shared interactions with classmates
  - Providing a cohesive instructional program that maintains a connection with what is taught in the class to that taught online.

### **Continued student learning**

The School District has revised its contingency plans to ensure that in all options, school will be conducted based on the traditional school calendar with daily full-time schedules for all students and staff in both synchronous (online instruction live with teacher) and asynchronous (online independent of teacher) learning throughout the school day.

ALL students will be held accountable for completion of tasks as if in a traditional classroom. This will include quizzes, tests, papers, research assignments, group presentations, and all other viable means of assessment established by the teachers. Students will also receive some form of evaluation and grade for completion of tasks that are not being used as summative assessments.



Grades will be given and there will not be a pass/fail system. This will also include mandatory attendance as expected during the regular school setting.

Having learned during our recent school closure, students will utilize a device to access meaningful virtual learning experiences and digital resources needed to engage in their learning and the school will distribute additional tools to families to assist with internet resources. All learning during phases 1, 2, 3 will consist of online, curriculum consumables, and educational resources.

While no plan during these phases are perfect, we are strengthening planning all modes of learning by adopting the 'Strongly Recommended' protocols Principals in the Michigan Safe Start Road Map, internal & external District feedback and lessons learned during the implementation of COVID Response Plan.

### **1. Governance**

During Phases 1, 2, 3 the district Return to Instruction and Learning working group, will be led by the Director of Curriculum and District Academic Officer and a broad group of stakeholders on the district and school level.

- Feedback has and will continue to be gathered from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups and conversations.
- The district's remote learning plan has and will continue to be revised to incorporate feedback and input from stakeholders to improve its effectiveness.
- The District will share and maintain community transparency of the district's remote learning plan with all involved stakeholders.

### **2. Remote Instruction**

During Phases 1, 2, 3 synchronous and asynchronous modes of learning will be aligned to the Strongly Recommended Core Principals in the Michigan Safe Start Road Map, internal & external District feedback and lessons learned during the implementation of COVID Response Plan.

- Remote learning plans are being revised based on feedback and input from school leaders, educators, families, and students. There will be a link on the website for ongoing feedback.
- Remote learning programs will be activated at scale to deliver standards-aligned curricula and high-quality instructional materials. Both synchronous and asynchronous learning and best practices will be integrated that promote student engagement, consistency, and differentiation. MDE will be consulted ongoingly for high-quality digital resources.
- Every student in grades K-7 will be assessed at the beginning of the school year, using NWEA screener that can be given online or conducted virtually, to understand where



students are academically and inform instructional decisions for teachers, students, and families.

- A review of students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
- Commence online intervention and support services with a plan inclusive of all programs and learning environments, especially special education, birth to five services, and career and technical education.
- Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs.
- Secure supports for students who are transitioning to postsecondary is not applicable for our K-7 population.
- The Curriculum Team will conduct consistent checkpoints around curriculum and instruction and ongoing monitoring of student progress. GPS, our intervention partners will work concentrate and drive the work of tiered learning and students in need of additional support in concert with the curriculum team and teachers.
- Remain connected with MDE about policies and guidance.
- Special Education Director has developed model-protocols for continuation of services for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

### **Equity for All**

Equity for us means that all **students** will have some device to access during synchronous learning, and such will be communicated to families from the classroom teacher during synchronous daily class time.

Equal access to any alternative modes of instruction to students with disabilities consistent with their individualized education plans, including the provision of auxiliary services.

### **Special Education Services**

In accordance with Executive Order 2020-35 section 6 and the MI Safe Start Road Map, we will provide accommodations and support to our students with special needs to the best extent possible in both the All-Remote and Hybrid modes of learning.

- Elementary Resource Room Teachers and Teacher Consultants will work with general education teachers of caseload students as co-teacher on classroom platforms to provide accommodations and support students to every extent possible.
- Elementary and Secondary Ancillary Staff will continue to support students and staff in ways already specified until specific services and supports can be determined



collaboratively and according to instructional capabilities within the online and hybrid settings to ensure student needs and accommodations are met.

- ☑ Psychologists will continue to support their buildings in reaching out to families that are both participating in distance learning and Hybrid to support/facilitate resources. Speech Language Pathologists, School Social Workers and Occupational Therapists will continue to send weekly emails checking in with families and providing learning opportunities in a fully remote setting, while supporting those attending via Hybrid.

### **STEPS FOR SERVICING TIER 4 (Special Education) STUDENTS & LOGGING/RECORDING SERVICE TIME AND RESULTS**

1. Providers will face-time with Special Education Coordinator as a begin time for the day. They will create lessons for their students online or via copies of lessons to be sent to students.
2. Providers will service their students with a phone call via phone numbers already verified by parents.
  - a) Providers will use their phones to take screen shots of the lesson for the day with the student's name in view on the computer screen to show the date and time at the bottom of the screen.
  - b) Providers will send a screen shot at the beginning of the lesson and again at the end of the lesson as evidence of service time length.
3. Providers will create Lesson Plans on Study Island, IXL, and Curriculum Resources that match the student goals (objective service logs).
  - a) Providers will upload/create lessons on Study Island for their students.
  - b) Providers will record the daily progress of their students from Study Island and oral questioning onto the individual student objective service logs.
  - c) If students do not have electronics/technology access, packets can be made, or consumables made available to those who need them.
4. Special Education Director will record student service time on the Caseload Service Logs as a record of service that should match the individual student objective service logs. This time will also serve as a record of contractor service time.
5. Special Education Director will send an update of services to Principal and Superintendent weekly.

### **Materials Needed**

The summary of materials students and guardians will need to meaningfully access the alternative modes of instruction is subject to change pending shifts in Reopening Phases. Learning has been designed for Equity and Access with the plan to deliver content in multiple ways so all students can access learning. Students will be scheduled as to when materials will be distributed in order to meet CDC guidelines.



- Hard copies of consumables** for all curriculum resources, reference materials, and timely assignments prepared in advance.
- Online materials:** Digital copies of reference materials, assignments, and audio-visual learning supports will be made available on the Internet using Google Classrooms, Google Classroom Blogs, Google Hangouts, Google Suite Applications but not limited to: Google Docs, Google Sheets, Google Slides, email, and school website.
- Technology Resources:** Kindles, I-pads, laptops, access to website, and hotspots.
- Recorded class meetings:** Using audio or video technology, pre-recorded lessons and recorded class meetings for playback, and daily telephone communications.
- Live class meetings:** Schools can use available tools such as conference calling or webinars, online Google Classroom with two-way interaction between the teacher and students in addition to weekly emails.

### 3. Professional Learning

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

### 4. Communication & Family Supports

- Any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., website, text, call, email, home visit) will be implemented for the following purposes:
  - Expectations around the duration of the closure and reopening.
  - Decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time, and estimated workload.
  - Supports and resources for families to use at home, such as grade-specific lessons, activities and strategies for teaching and helping their child
  - Training on accessing and using the school's digital systems and tools, and workshops for families to build digital literacy.





## **5. Monitoring**

Plans to monitor and assess the following activated:

**Connectivity and Access:**

- Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.

**Attendance:**

- Develop systems to monitor and track students' online attendance daily.

**Student Work:**

- Teachers will assess the quality of student work and provide feedback to students and families.
- Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.
- Semesters Across the District The 2020-21 school year will be structured according to three term model semesters
  - Term 1: September 8 to November 10
  - Term 2: November 11 to January 29
  - Term 3: February 1 to June 24

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

- The school was closed for all in person instruction.
- All staff was redeployed to work remotely.
- Administration worked with the supervisor of the contracted maintenance company to conduct an audit of necessary materials and suppliers/vendors for CDC approved products.
- Administration worked with the supervisor of the contracted maintenance company to identify CDC approved products and scheduled the ordering/reordering of materials to maintain at least a month's supply on site.
- The contracted maintenance staff reported on site daily for deep cleaning and sanitizing of the building, following CDC School Decision Tree cleaning and disinfection protocols and updating cleaning logs daily to maintain the school in good working order to prepare for the subsequent return of students. The Office/Facilities Manager conducted weekly sites visits to verify maintenance staff activities.
- All contracted maintenance staff completed a COVID-19 Symptom Screening Questionnaire and had temperature digitally scanned upon entering the building.
- All contracted maintenance staff were supplied with a mask, a face shield and gloves upon entering the building.



- Solid Rock Management, the management company, worked with Wayne County RESA, the local ISD, for procurement of cleaning and disinfection supplies.
- School did not create a contingency plan to coordinate the use of the school building for essential actions including elections, food distribution, and childcare, particularly for essential workers.
- School did not coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
- We surveyed our families to collect information regarding numbers, types and condition of technology devices and internet access.
- In conjunction with the contracted IT company, the Office Manager/Facilities Manager executed a technology device (Chromebook) distribution on Friday, May 1, 2020 and Thursday, May 14, 2020.
- The designated technology point of contact was the building principal.
- The designated building technology lead was the building principal.
- The designated technology process leader was the building principal.
- The designated family technology liaison was the building principal.
- In conjunction with the contracted IT company, the school created and implemented district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan.
- In conjunction with the contracted IT company, the school updated and modified relevant technology policies related to school issued technology equipment.
- The school continued using the already in place technology asset tracking tool and process.
- The school's current IT support company operated technology device processing, returning and maintaining program to minimize student/staff device downtime.
- The school's current IT support company continued executing the already in place weekly, infrastructure evaluation status process.
- The school operated a family technology support plan in conjunction with the current IT support company.
- Device usage and compliance was monitored daily and reported weekly to the administration by the current IT support company.



- Online program usage was monitored daily and reported weekly to the administration by the staff.
- Student assignments were submitted, recorded, assessed and reported weekly to the parents and admin using Study Island, RAZ Kids, Google Classroom, Pearson Learning, IXL, STEMScopes, My Math, and Eureka Math.
- The school implemented a professional development plan that included weekly classroom technology integration training for teachers and staff.
- Based upon family technology survey and technology equipment distributions, the majority of students had access to the appropriate technology and connectivity to continue learning. Students unable to continue online learning through the various platforms, were all able, via cellphones, to access online PDFs to view assignments and submit pictures of completed hardcopy answer sheets to their teachers for assessing.
- The school provided instructional programming, instructional resources and materials to staff and students as feasible.
- Solid Rock Management worked with MDE to understand flexibility with hiring and developed a plan to govern hiring in a remote environment.
- Food Service: Since we receive our food service from Detroit Public Schools, our students can get breakfast and lunch at their satellite locations. One location is Renaissance High School located at 6565 Outer Drive, Detroit, Michigan 48235. Breakfast and lunch will be served starting Wednesday, March 18, 2020. A “grab-and-go” breakfast will be served, Monday through Friday, from 8 a.m. until 10:30 a.m., and a “grab-and-go” lunch will be served from 10:30 a.m. until 1 p.m. Students will not be allowed to enter the buildings.
- The school created, communicated, implemented and progress monitored attendance, grade level time on tasks by grade level. Teachers were required to track and report weekly student attendance, student engagement, family engagement and assignment completion to admin.

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

#### **Phase 4 Safety Protocols**

- All visitors, staff, parents/guardians and students must wear facial coverings at all times while inside the building except during meals.
- All visitors, staff, parents/guardians and students must wear facial coverings at all times in the hallways and common areas except during meals.



- All staff and students must wear facial coverings at all times in the classrooms except during meals.
- Any visitor, parent, student, or staff member that cannot medically tolerate wearing a face mask will be exempt from wearing a facial covering with a written medical clearance from an approved medical authority.
- All K-7 students and bus drivers must wear facial coverings at all times during school transportation.
- Any K-7 students and bus drivers that cannot medically tolerate wearing a face mask will be exempt from wearing a facial covering with a written medical clearance from an approved medical authority.
- Any visitor who refuses to wear a mask without a medical clearance will be refused admittance to the school.
- Any staff member who refuses to wear a mask without a medical clearance will be refused admittance to the school or be required to leave the school and be subject to employee code of conduct.
- Any parent/guardian who refuses to wear a mask without a medical clearance will be refused admittance to the school or be required to leave the school and subject to the parent/student code of conduct.
- Any student who refuses to wear a mask without a medical clearance will be refused admittance to the school or be required to be picked up by their parent/guardian and subject to the parent/student code of conduct.
- All K-5 students must wear facial coverings unless students remain in their classes throughout the school day and do not come into close contact with students in another class.
- All students in special needs classrooms must wear facial coverings at all times in the classrooms except during meals.
- All visitors and parents/guardians visits will be scheduled for pre-arranged meetings when possible.
- All visitors and parents/guardians must be buzzed into the building.
- All visitors and parents/guardians must wear a mask or will be provided a onetime use, temporary mask.
- All visitors and parents/guardians will wash/sanitize hands at portable station upon entering the building.
- All visitors and parents/guardians must report to the Main Office and sign in/out of the building.



- All visitors and parents/guardians will complete COVID-19 Symptoms Questionnaire upon entering the school.
- All visitors and parents/guardians will wait in main hallway outside of Main Office in socially distant seating.
- All visitors and parents/guardians will be seen one at a time in the Main Office and remain separated by the plexiglass shield running the length of the Main Office's Service Counter
- All students will be supplied masks.
- All staff will be supplied masks and face shields.
- All visitors, staff, parents/guardians will pass through a temperature scanning kiosk with hand sanitizer distributor upon entering/reentering the building.
- Each floor will have multiple hand sanitizing stations CDC recommended products.
- Multiple signage for proper handwashing and social distancing will be posted on each floor.
- Teachers will model proper handwashing and social distancing daily.
- Staff and students will wash hands hourly and before meals.
- All students will pass through a temperature scanning kiosk upon entering the school.
- Students will have their temperatures digitally scanned by teachers throughout the day.
- Students flagged with a high temperature or showing other symptoms will be placed in an isolated room and supervised until a parent/guardian can pick them up. The student must be tested for COVID-19 and wait at least 72 hours since symptoms ceased and 10 days since symptoms first appeared. Student must also be re-tested and indicate a negative result before returning.
- All staff will pass through a temperature scanning kiosk upon entering the school.
- All staff will complete a COVID-19 Symptoms Questionnaire upon entering the school.
- Staff flagged with a high temperature or showing other symptoms will be placed in an isolated room and then required to leave the building. The staff member must be tested for COVID-19 and wait at least 72 hours since symptoms ceased and 10 days since symptoms first appeared. Student must also be re-tested and indicate a negative result before returning.
- In the event of a confirmed COVID-19 case, the school will be closed for a period of 72 hours for deep cleaning. All teaching and learning will transition to online.
- In the event of a suspected or confirmed COVID-19 case, the school will immediately report to the City of Detroit Health Department for assistance in next steps. Parents of students who have been in contact with a confirmed COVID-19 case, will be notified and recommended to self-isolate and monitor themselves and other members of their family for potential symptoms. Staff members





who have been in contact with a confirmed COVID-19 case, will be notified and recommended to self-isolate and monitor themselves for potential symptoms.

- School day will be limited to six hours per day.
- Students will attend onsite using an A/B schedule to facilitate social distancing.
  - A Schedule: Mondays & Wednesdays from 8:00 am – 2:30 pm
  - B Schedule: Tuesdays & Thursdays from 8:00 am – 2:30 pm
  - Fridays will be all virtual learning. Building will be closed for deep cleaning.
- NOTE #1:** Siblings in different grades will be scheduled on the same days to prevent parents from having to pick up and drop off students every day.
- NOTE #2:** Parents will have option of having students engage in onsite/online learning on the days the students' schedule calls for online learning. Students will be placed in a designated space with adult supervision and log into the livestream lesson for their designated grades just like they would do at home. Designated places will be un-used classrooms, the lunchroom, Computer Lab, the GYM and Auditorium Stage. Please be advised these designated spaces can accommodate more than 15 – 20 socially distant students. Parents selecting to make use of this offering must commit to participation for the entire semester.
- Students will not transition. Teachers will rotate to classrooms.
- Students will each breakfast/lunch in their classrooms.
- Pre-packaged meals will be delivered to the classrooms.
- K-2, 3<sup>rd</sup>-5<sup>th</sup>, 6<sup>th</sup>-7<sup>th</sup> grades and staff will utilize separate entrances/exits.
- All students will be seated six feet away from each other, facing forward.
- All students' and teachers' desks will be surrounded by plexiglass shields.
- Class sizes will be limited to no more than 15-20 students depending on room size.
- Students will be escorted to and from restrooms and supervised to ensure proper handwashing.
- Classroom visits by family members are prohibited unless there are extenuating circumstances.
- Floor markings at six feet intervals will be present at potential locations for lines.
- Floor markings will point in one direction.
- Physical Education will be held in open, outdoor spaces when possible.
- Open windows when possible will be an implemented best practice.
- Student pencils/pens and manipulatives will be sanitized before and after use and stored in a labelled, resealable bag for individual use. Students will not share any items.



- Families will be encouraged to monitor their health for symptoms daily, keep any student at home showing symptoms and report it to the school immediately.
- The school will prohibit any indoor assemblies that bring together students from more than one classroom.
- The school will not utilize the cafeteria for breakfast or lunch for the entire school population.
- The school will not have assemblies of more than 50 students.
- All off site field trips are suspended.
- Recess will be held outside when appropriate. No class will have recess with other classes.
- School will telecast student performances.
- Extracurricular activities will be executed virtually.
- The school will not offer any athletics.
- The contracted maintenance company will execute daily cleaning and disinfecting using CDC recommended products before, during and after school and maintain a daily cleaning log that will be updated hourly. The Office/Facilities manager will ensure the log is being accurately maintained and that the daily cleaning is occurring. The daily cleaning and disinfecting will include all frequently touched surfaces, student desks, computer carts, playground equipment, and common areas such as the Library and the Computer Lab.
- The contracted maintenance company's staff and school staff will wear gloves, masks and face shields when engaging in cleaning activities.
- All cleaning supplies and tools will continue to be stored in locked, ventilated storage rooms.
- All K-7 students and bus drivers must wear facial coverings at all times during school transportation.
- Any K-7 students and bus drivers that cannot medically tolerate wearing a face mask will be exempt from wearing a facial covering with a written medical clearance from an approved medical authority.
- Any K-7 students and bus drivers who refuses to wear a mask without a medical clearance will be refused admittance to the bus and prohibited from riding the bus.
- Parents must wait for approval from bus driver that student(s) are in compliance with school transportation requirements before leaving the transportation pickup location.
- The bus will be cleaned and disinfected using CDC recommended products before and after the completion of a transit route.
- Student who get ill during the day will not be allowed to ride the school's transportation.



- A driver flagged with a high temperature or showing other symptoms will not be allowed to transport students. The driver must be tested for COVID-19 and wait at least 72 hours since symptoms ceased and 10 days since symptoms first appeared. Student must also be re-tested and indicate a negative result before returning.
- In the event of a confirmed COVID-19 case, the bus will be taken offline for 24 hours for deep cleaning.
- The bus will leave windows and/or doors open when appropriate to allow the vehicle to air out after cleaning.
- Weather permitting, the bus will operate with windows open while the vehicle is in motion to reduce the spread of the COVID-19 virus by increasing air circulation.
- Regarding medically vulnerable students, the school's SPED Director will systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
- The school has a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.
- The school will work with medically vulnerable staff that will minimize face-to-face contact, allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible.
- The district does not have items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.

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

- The school will continue implementation of a mental health screening program using the Dean of Culture and Climate in conjunction with the SPED Director and contracted school Social Worker. The Dean will continue to perform wellness checks in person, by phone, or Zoom on all of the students who had at least one behavior issue from the previous year or who suffered from or had family negatively impacted by COVID-19 either financially, health, or emotionally at least twice a week. Students who experience any SEL issue will be referred to the SPED Director who would then refer to the school's contracted Social Worker as needed. Teachers will continue to perform wellness checks in person, by phone, or Zoom at least once a week to each student/family. Students/families experiencing any SEL issue will be referred to the Dean. The Deans will then refer them to the SPED Director who will then refer to the school's contracted Social Worker as needed.



- Teachers will receive ongoing SEL coaching from the Dean of Culture & Climate in virtual or in person via PLC group once a month.
- Teachers will receive ongoing SEL coaching from the Dean of Culture & Climate in virtual or in person in one-on-one settings as needed and as requested.
- The Dean of Culture and Climate with admin will continue to implement, update and monitor the crisis management plan to address issues related to COVID-19.
- The Dean of Culture & Climate will continue to curate, distribute and update weekly a family resource guide inclusive of information on food backs/groceries giveaways, shelters/housing, physical/medical health supports, mental/emotional health supports, child care, technology assistance, and financial resources distributed via weekly email blasts, weekly robocalls and weekly postings to the school's website.
- The Dean of Culture and Climate with admin will continue to execute weekly SET (Student Engagement Time) which consisted of virtual field trips, topical discussions, talent competitions, and photo-essays for students and staff.
- The Dean of Culture and Climate with admin will continue to execute monthly virtual parent meetings addressing specific SEL topics such as keeping students engaged in online learning and preparing for high school.
- The Dean of Culture and Climate with admin will continue to assist in teacher led SEL Activity Day every Friday where teachers executed activities related to improving student's mental well-being.
- Teachers will continue to execute daily SEL activities for Morning Meeting where teachers will execute activities related to improving student's mental well-being.
- Staff will be encouraged and allocated time to take a refresher of the required virtual course Social-Emotional Learning: Trauma Informed Support through MIVU.
- Prior the start of the school year, the academy will pay staff a stipend, cover the costs and encourage staff to take as many of the courses offered in MIVU focusing on the following strands: Culture & Diversity, Classroom Management, & Tools for Teachers.
- The SPED Director will continue to be the designated mental health liaison and coordinate the mental health concerns with the Culture and Climate Dean and the contracted Social Worker and work across the school, local public health agencies, and community partners.
- The Dean of Culture and Climate, in conjunction with the SPED Director, will serve as the access navigator to centralize mental health referrals, communications to families/students, and public-facing wellness materials.



- Administration will create, implement and monitor 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).
- Administration, in conjunction with the SPED Director, will create, implement, update and distribute protocols for staff to evaluate physical and mental health status.
- Administration will continue to communicate with parents and guardians return to school transition information via virtual town hall meetings, weekly email blasts, weekly robo-calls, weekly postings to the school's web site, social media, person-to-person phone calls from clerical staff and commercial communication channels.
- Administration will establish, staff and monitor a crisis hotline (specified phone number and designated email address) for families to address social-emotional issues, health questions, academic concerns, and technology assistance.

## **Phase 4 Instruction**

### **Alternative Modes of Instruction Phase 4-5**

**It is in the best interest of our School District that we begin the school year in Phases 4, 5 fully remote with No-Person Instruction for students following a combination of Remote and Hybrid midyear.**

We are in the business of educating children and to adequately implement instruction with increased probabilities of “Interrupted Schooling will not only put our community in harm’s way but cause our children to further regress and lag tremendously behind their peers. By interrupted schooling we mean, any situation which forces the School District to deviate from a traditional learning environment i.e. closures due to state orders, COVID cases, etc.

From September -December Phase 4, 5 schooling will be offered in a complete remote mode in the same manner as it is offered during Phases 1, 2, 3. Each student will engage daily in both synchronous (online instruction live with teacher) and asynchronous (online independent of teacher) learning throughout the school day from September – December. For clarity we define the alternative modes of instruction as “Synchronous learning is online or distance education that happens in real time, whereas asynchronous learning occurs through online channels without real-time interaction” though monitored. <https://thebestschools.org/magazine/synchronous-vs-asynchronous-education/>.

From January-June, Phase 4, 5 schooling will shift schooling to offer families two options:

1. To continue fully remote learning in both synchronous (online instruction live with teacher) and asynchronous (online independent of teacher) learning throughout the school day.
2. To physically attend school with a **Hybrid Model** of schooling option inclusive of a combination of campus live with teacher and peers, in addition to both synchronous





(online instruction live with teacher) and asynchronous (online independent of teacher) learning. In this case, students will attend in-person learning on an alternating in-person and remote school schedule.

In accordance with health and safety recommendations, the Hybrid model will include a blended learning schedule with maximum 15 students in a class providing for physical distancing within the classroom, plexiglass covering around student and staff desks for additional precautions. In addition to distancing, students will be “cohorted”, with precautions to reduce exposure to peers outside the cohort as much as possible (see safety protocols for Phases 4, 5).

This decision to begin the year fully remote is the result of our community monitoring the experts, adhering to CDC guidelines, listening to our parent, staff, and external stakeholder feedback.

- ☑ 85% of our parents said they were not ready to send their children back to school due to the continued increase in COVID-19 cases and uncertainties as to how children are impacted by the virus.
- ☑ 90% of our staff are opposed to returning to school full-time in September due to COVID-19 concerns
- ☑ 53% of our parents are in favor of blended learning; 15.4% digital; and 32% prefer in-person instruction when school reopens.
- ☑ 79% of our staff are more comfortable beginning the year online and shifting to hybrid in the winter.

Educating children at scale requires preparation and we are preparing all stakeholders for readiness. The plans proposed in this document are subject to change based on the direction of our Governor’s Executive Orders as well as the recommendations of the CDC and the Wayne County Health Department. Additionally, this document is a readiness guide for our Rutherford Winans Academy School District to be prepared for whatever Phase our state finds itself in come September of 2020.

For each mode of learning students will engage remotely in live interactive classes with teacher; participate in small group instruction with tiered support; and video conferences with specialty teachers and SEL support – all followed by a period of practice and application that may be done offline, independently. Students needing additional assistance may remain online for the intervention, enrichment, and application aspects of the lesson to receive support from teachers and support staff as needed and/or assigned.

ALL students will be held accountable for completion of tasks as if in a traditional classroom. This will include quizzes, tests, papers, research assignments, group presentations, and all other viable means of assessment established by the teachers. Students will also receive some form of evaluation and grade for completion of tasks that are not being used as summative assessments. Grades will be given and there will not be a pass/fail system. This will also include mandatory attendance as expected during the regular school setting.



From September – December, during fully remote schooling under Phases 4, 5, student access to campus will be limited with approved allowances for immediate at risk academic and tiered IV supports. All staff are required to report to provide full day instruction to students. All persons present on campus for any reason are required to wear personal protective equipment (mask or face shield) unless medically directed not to do so. Undergo temperature checks, complete screening assesses of health and exposure upon entering. The school buildings will be thoroughly cleaned and disinfected in preparation for the return of staff and students.

<b>Remote Learning: fully online</b>	<b>Hybrid</b>
<ul style="list-style-type: none"> <li>● September 2020 – December 2020 and/or upon state ordered Institution of Phase 6; January-June even though possible Phase 6 may be implemented</li> <li>● Synchronous and Asynchronous</li> <li>● Students will engage in both Synchronous (live stream with teacher) Asynchronous (independently live stream) activities throughout the school day.</li> <li>● Students remain fully remote, participating in live Synchronous (live stream) learning along with peers participating face to face and according to the same schedule.</li> <li>● For each learning block, remote students will engage in a live video conference with a teacher and peers followed by a period of practice and application that may be done offline, independently.</li> <li>● Students needing additional assistance may remain online for the practice and application portion of the lesson to receive support from teachers and support staff as needed or as assigned.</li> <li>● All students regardless of mode of instruction will participate in remote learning on Fridays, allowing for a</li> </ul>	<ul style="list-style-type: none"> <li>● January 2021 – June 2021 and/or upon state ordered Institution of Phase 6</li> <li>● Blended model (Part In-person, Part Remote) Learning</li> <li>● Students will attend in-person schooling according to an alternating in-person and remote schedule.</li> <li>● In the schedule, each day of the week is labeled either an A or B day.</li> <li>● Students will be assigned to a cohort and will attend in-person school on opposite days, with approximately 50% of students attending in-person instruction.</li> <li>● Students will physically attend school on either A or B days two days a week, participating in remote learning for the remaining three days.</li> <li>● During all remote learning, students will engage in both live, Synchronous (live stream) learning with their teacher and peers, as well as independent, Asynchronous (live stream) independent learning throughout the school day.</li> <li>● All students regardless of mode of</li> </ul>



<p>thorough cleaning of buildings at the end of a school week.</p> <ul style="list-style-type: none"><li>• To maintain a clear, predictable, and common schedule for families, students will be assigned to groups so as to provide balance learning cohorts and keep families (either based on relations, address, and/or households).</li></ul>	<p>instruction will participate in remote learning on Fridays, allowing for a thorough cleaning of buildings at the end of a school week.</p> <ul style="list-style-type: none"><li>• To maintain a clear, predictable and common schedule for families, students will be assigned to groups so as to provide balance learning cohorts and keep families (either based on relations, address, and/or households).</li><li>• To maintain a predictable and common schedule for families, students with last names beginning with A-K will attend on A days. Students with last names L-Z will attend on B days. All students will participate in remote learning on Fridays, allowing for a thorough cleaning of buildings for the following week.</li></ul>
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### **Continued student learning**

The School District has revised its contingency plans to ensure that in all options, school will be conducted based on the traditional school calendar with daily full-time schedules for all students and staff in both synchronous (online instruction live with teacher) and asynchronous (online independent of teacher) learning throughout the school day.

ALL students will be held accountable for completion of tasks as if in a traditional classroom. This will include quizzes, tests, papers, research assignments, group presentations, and all other viable means of assessment established by the teachers. Students will also receive some form of evaluation and grade for completion of tasks that are not being used as summative assessments. Grades will be given and there will not be a pass/fail system. This will also include mandatory attendance as expected during the regular school setting.

Having learned during our recent school closure, students will utilize a device to access meaningful virtual learning experiences and digital resources needed to engage in their learning and the school will distribute additional tools to families to assist with internet resources. All learning during phases 4, 5 will consist of online, consumables, and resources thereby making



the transition in January from all remote to a combination of online and Hybrid realistic and attainable.

While no plan during phases 4, 5 are perfect, we are strengthening planning for synchronous and asynchronous modes of learning supported by the Strongly Recommended Core Principals in the Michigan Safe Start Road Map, internal & external district feedback and lessons learned during the implementation of COVID Response Plan.

### **1. Governance Phase 4, 5**

During Phases 4, 5 the district Return to Instruction and Learning working group, will be led by the Director of Curriculum and District Academic Officer and a broad group of stakeholders on the district and school level.

- Feedback has and will continue to be gathered from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
- The district's remote learning plan has and will continue to be revised to incorporate feedback and input from stakeholders to improve its effectiveness.
- The District will share and maintain community transparency of the district's remote learning plan with all involved stakeholders.

### **2. Remote & Hybrid Instruction Phase 4, 5**

During Phases 4, 5 synchronous and asynchronous and the Hybrid modes of learning will be aligned to the Strongly Recommended Core Principals in the Michigan Safe Start Road Map, internal & external district feedback and lessons learned during the implementation of COVID Response Plan.

- Planning for activating the districts' hybrid learning programs is in process for January to ensure extensive stakeholder training and readiness to launch at scale in January and to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.
- Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:
  - Best practices for blended or remote learning
  - Grade-level proficiencies
  - Modes of student assessment and feedback.
  - Differentiated support for students
  - The inclusion of social-emotional learning
  - Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.



- ☑ The instructional vision of implementing a teacher/student friendly laser sharp curriculum that focuses on the Major Standards of the grade
  - Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
  - Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
  - Every students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students daily.
- ☐ Secure supports for students who are transitioning to postsecondary is not applicable for our K-7 population.
- ☑ The Director of Curriculum and District Academic Officer and a broad group of stakeholders on the district and school level will support the district to implement grade-level curricula that is aligned to Michigan pre-K-7<sup>th</sup> standards.
  - Support teachers to utilize power standards that identify the major work of the grade to focus, prioritize, and accelerate instruction.
- ☑ The District's Special Education Director has devised a team that will work collaboratively with the Curriculum Team to revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
  - Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
  - Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
- ☑ The Curriculum Team will inventory all intervention programs and services available to students on the district and school level and identify any gaps.
- ☑ The instructional team will remain connected with MDE about policies and guidance.
- ☑ Special Education Director has developed model-protocols for continuation of services for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers





### **Special Education Services**

In accordance with Executive Order 2020-35 section 6 and the MI Safe Start Road Map, we will provide accommodations and support to our students with special needs to the best extent possible in both the All-Remote and Hybrid modes of learning.

- ☑ Elementary Resource Room Teachers and Teacher Consultants will work with general education teachers of caseload students as co-teacher on classroom platforms to provide accommodations and support students to every extent possible.
- ☑ Elementary and Secondary Ancillary Staff will continue to support students and staff in ways already specified until specific services and supports can be determined collaboratively and according to instructional capabilities within the online and hybrid settings to ensure student needs and accommodations are met.
- ☑ Psychologists will continue to support their buildings in reaching out to families that are both participating in distance learning and Hybrid to support/facilitate resources.
- ☑ Speech Language Pathologists, School Social Workers and Occupational Therapists will continue to send weekly emails checking in with families and providing learning opportunities in a fully remote setting, while supporting those attending via Hybrid.

### **STEPS FOR SERVICING TIER 4 (Special Education) STUDENTS & LOGGING/RECORDING SERVICE TIME AND RESULTS**

- 1) Providers will use Zoom with Special Education Coordinator as a begin time for the day. They will create lessons for their students online and hybrid and make sure copies of lessons are in the hands of students.
- 2) Providers will service their online students with using Google Classroom, Google Voice, phone call via phone numbers already verified by parents, while servicing hybrid both online and in-person
  - a) Providers will use scanners, phones, and live webinars to take screen shots of the lesson for the day with the student's name in view on the computer screen to show the date and time at the bottom of the screen.
  - b) Providers will send a screen shot at the beginning of the lesson and again at the end of the lesson as evidence of service time length.
- 3) Providers will create Lesson Plans on Study Island that match the student goals (objective service logs).
  - c) Providers will upload/create lessons on Study Island for their students.
  - d) Providers will record the daily progress of their students from Study Island and oral questioning onto the individual student objective service logs.
  - e) If students do not have electronics/technology access, packets can be made, or consumables made available to those who need them.



- 4) Special Education Coordinator will record student service time on the Caseload Service Logs as a record of service that should match the individual student objective service logs. This time will also serve as a record of contractor service time.
- 5) Special Education Coordinator will send an update of services to Principal and Superintendent weekly.

### **Communications and Family Supports Phase 4, 5**

Any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., website, text, call, email, home visit) will be implemented for the following purposes:

- The district will implement any additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share:
  - Expectations around their child's return to school in the fall and winter
  - Clear information about schedules and configurations and hybrid cohorts their families will be assigned.
  - Information about modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies
  - Plans for each of the different school opening scenarios.
- The district will provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with:
  - The district has scheduled training about how to access and use the school's chosen digital systems and tools as early as the summer and throughout the course of the year online and hybrid.
  - The district is providing supports and resources for families to use at home and during hybrid, such as grade-specific activities and strategies for teaching and helping their child
  - Families will be trained all year on how to build their digital literacy
  - Families will be given strategies to support their child's learning at home throughout the year in every mode of schooling.

### **Instructional Expectations - Students**

- Attend and participate in each Synchronous (live stream) and Hybrid class at the scheduled time. Attendance will be taken and recorded.
- Complete and submit assignments as indicated by the teacher(s) according to established deadlines.
- Monitor the weekly lesson plans to be ready for daily agenda to stay on track with live classes and deadlines for work submission.



- Monitor work completion by checking the gradebook weekly.
- Ask questions as needed and participate in live class discussions and meetings.
- Seek help as needed both during class and during optional support times throughout the week.
- Be patient with oneself and with others as we navigate this phase of teaching and learning together.
- Communicate needs with teachers, administrators, and family members.
- Engage with teachers and peers in respectful and responsible ways, abiding by the school policies always.
- Report any offensive or inappropriate observances or experiences to a teacher or administrator.

### **Instructional Expectations - Teacher**

- Take attendance and record it immediately for each class period.
- Provide daily Synchronous (live stream) and Asynchronous (live stream) instruction during scheduled class times in both the fully remote and hybrid settings
- Follow the established scope and sequence and team created lessons for each class/course.
- Implement social emotional learning practices as a part of daily morning meetings for K-5<sup>th</sup> and advisory periods for 6<sup>th</sup>-7<sup>th</sup>.
- Clarify assignments and establish clear deadlines for the submission of assignments.
- Provide meaningful feedback, score assignments and record grades in a timely manner.
- Update the deadlines in the gradebook to reflect accurately on student agendas.
- Communicate timely progress with students and families based on accuracy and not assumptions.
- Monitor participation and assignment submission and communicate concerns to students and families.
- Provide support, intervention, small group guided practice in addition to responding to their questions and needs in real time.
- Establish positive classroom online culture through the establishment of positive, clear expectations and by addressing issues as they emerge swiftly and with care.
- Participate in established Teaching and Learning Networks, In-depth Professional Development.
- Be patient with oneself and with others as we navigate this phase of teaching and learning together.



- Communicate needs immediately with Administrators and the Curriculum Team.
- Participate in professional development offerings with a mind to work and perform at scale.

### **Instructional Expectations - Families**

- Become familiar with the online system and curriculum resources to support your child's learning.
- Monitor student attendance and academic progress through the Clever system at least weekly
- Set expectations with students by reviewing the daily schedule and providing a quiet space for students to engage in learning daily.
- Ask students each day about their learning and participation, as well as any assignments that are coming due.
- Check the Clever and PowerSchool system for communication and updates from teachers and administrators.
- Communicate questions and needs with teachers and administrators so they can be responsive and supportive of your family. We understand that online learning is a challenge for many of us and we are here to help.
- Be patient with oneself and with others as we navigate this phase of teaching and learning together.
- Report any offensive or inappropriate observances or experiences to a teacher or administrator.

### **Phase 4 Operations**

- The contracted maintenance company's staff and school staff will wear gloves, masks and face shields when engaging in cleaning activities.
- Administration worked with the supervisor of the contracted maintenance company to conduct an audit of necessary materials and suppliers/vendors for CDC approved products.
- Solid Rock Management worked with Wayne County RESA, the local ISD, for procurement of cleaning and disinfection supplies.
- The school has only one building that is used for learning.
- Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.
- The Office/Facilities Manager update and review, on a weekly basis, with the contracted maintenance staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC.



- The Office/Facilities Manager will convene the contracted maintenance staff to review and make actionable district guidance regarding cleaning and disinfection.
- The Office/Facilities Manager will research and facilitate any advanced training for the contracted maintenance staff.
- The school was closed for all in person instruction in March 2020 and the cleaning practices were adjusted to maintain school building functional order. The school underwent a thorough deep cleaning and sanitization over the summer in preparation for students and staff returning.
- Solid Rock Management Company, executed a walkthrough with the Office/Facilities Manager, the Site Manager and the contracted maintenance staff supervisor and identified available classrooms, classroom sizes, additional space, classroom ventilation.
- School security protocols were audited, and no changes were necessary.
- Staff will follow CDC protocols when interacting with the general public.
- The Office/Facilities Manager will arrange for inspection and verification the building's HVAC is operating efficiently.
- The Office/Facilities Manager will arrange for inspection and verification the building's air filters are changed regularly.
- The Office/Facilities Manager will verify distribution of 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.
- Multiple signage for proper handwashing and social distancing will be posted on each floor and distributed to each classroom.
- The building leader will conduct and document a walkthrough with the Office/Facilities Manager and the contracted maintenance staff supervisor to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- The academy will procure level-1 facial coverings, including those with a transparent front, for pre-K-5 teachers, low income students, and students with special needs.
- The academy will procure level-1 surgical masks for the contracted maintenance staff.
- K-2, 3<sup>rd</sup>-5<sup>th</sup>, 6<sup>th</sup>-7<sup>th</sup> grades and staff will utilize separate entrances/exits.
- Students travelling by school sponsored transportation will have staggered arrival/departure times.
- The academy will encourage parents drop off and pickup their student(s).
- There has been verified returning students via enrollment applications and person-to-person clerical phone calls.





- Solid Rock Management will develop staffing plan identifying breakdown of the staff – administrators, educators, and support staff and 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).
- Solid Rock Management will conduct a needs analysis to determine need for additional positions and the redeployment of current staff.
- Solid Rock Management recruits, interviews and hires new staff.
- The academy will communicate changes to attendance to staff via staff meetings and to parents and students via virtual town hall meetings, weekly email blasts, weekly robo-calls, weekly postings to the school’s web site, social media, person-to-person phone calls from clerical staff and commercial communication channels.
- Solid Rock Management utilizes a contracted Title 1 expert Seek and provide guidance on use of CARES Act funding for key purchases.
- The contracted Culture & Climate Specialist and the Culture and Climate Dean will continue to curate, distribute and update weekly a family resource guide inclusive of information on food banks/groceries giveaways, shelters/housing, physical/medical health supports, mental/emotional health supports, child care, technology assistance, and financial resources distributed via weekly email blasts, weekly robocalls and weekly postings to the school’s website.
- Solid Rock Management contracts with substitute staffing companies to facilitate coverage.
- The updated parent/student handbook will continue to be available digitally.
- Solid Rock Management consulted with the school board’s legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and shared with school leaders.
- Solid Rock Management reviewed the budget with the building leader.
- Solid Rock Management coordinated with the building leader to design, schedule and monitor return to school staff development for comprehensive orientation on operational changes.
- The building leader will create, implement, monitor and adjust 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.
- The Office/Facilities Manager will collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.
- We surveyed our families to collect information regarding numbers, types and condition of technology devices and internet access.



- In conjunction with the contracted IT company, the Office Manager/Facilities Manager will execute technology device distributions inclusive of WIFI HOT SPOTS (costs will be covered by the academy for at least 50 families based upon need).
- The designated technology point of contact will be the building principal.
- The designated building technology lead will be the building principal.
- The designated technology process leader will be the building principal.
- The designated family technology liaison was the building principal.
- In conjunction with the contracted IT company, the school created and implemented district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan.
- In conjunction with the contracted IT company, the school updated and modified relevant technology policies related to school issued technology equipment.
- The school continued using the already in place technology asset tracking tool and process.
- The school's current IT support company operated technology device processing, returning and maintaining program to minimize student/staff device downtime.
- The school's current IT support company continued executing the already in place weekly, infrastructure evaluation status process.
- The school operated a family technology support plan in conjunction with the current IT support company.

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

### **Phase 5 Safety Protocol**

**NOTE:** The academy will only implement **strongly recommended** protocols and not the **strongly recommended & recommended** protocols of Phase 4.

- All visitors, staff, parents/guardians and students must wear facial coverings at all times while inside the building except during meals.
- All visitors, staff, parents/guardians and students must wear facial coverings at all times in the hallways and common areas except during meals.
- All staff and students must wear facial coverings at all times in the classrooms except during meals.
- Any visitor, parent, student, or staff member that cannot medically tolerate wearing a face mask will be exempt from wearing a facial covering with a written medical clearance from an approved medical authority.



- All K-7 students and bus drivers must wear facial coverings at all times during school transportation.
- Any K-7 students and bus drivers that cannot medically tolerate wearing a face mask will be exempt from wearing a facial covering with a written medical clearance from an approved medical authority.
- Any visitors who refuses to wear a mask without a medical clearance will be refused admittance to the school.
- Any staff member who refuses to wear a mask without a medical clearance will be refused admittance to the school or be required to leave the school and be subject to employee code of conduct.
- Any parent/guardian who refuses to wear a mask without a medical clearance will be refused admittance to the school or be required to leave the school and subject to the parent/student code of conduct.
- Any student who refuses to wear a mask without a medical clearance will be refused admittance to the school or be required to be picked up by their parent/guardian and subject to the parent/student code of conduct.
- All visitors and parents/guardians will wash/sanitize hands at portable station upon entering the building.
- All visitors and parents/guardians must report to the Main Office and sign in/out of the building.
- All visitors and parents/guardians will complete COVID-19 Symptoms Questionnaire upon entering the school.
- All visitors and parents/guardians will wait in main hallway outside of Main Office in socially distant seating.
- All visitors and parents/guardians will be seen one at a time in the Main Office and remain separated by the plexiglass shield running the length of the Main Office's Service Counter.
- All students will be supplied masks.
- All staff will be supplied masks and face shields.
- All visitors, staff, parents/guardians will pass through a temperature scanning kiosk with hand sanitizer distributor upon entering/re-entering the building.
- Each floor will have multiple hand sanitizing stations CDC recommended products.
- Multiple signage for proper handwashing and social distancing will be posted on each floor.
- Teachers will model proper handwashing and social distancing daily.
- All students will pass through a temperature scanning kiosk upon entering the school.



- Students will have their temperatures digitally scanned by teachers throughout the day.
- Students flagged with a high temperature or showing other symptoms will be placed in an isolated room and supervised until a parent/guardian can pick them up. The student must be tested for COVID-19 and wait at least 72 hours since symptoms ceased and 10 days since symptoms first appeared. Student must also be re-tested and indicate a negative result before returning.
- All staff will pass through a temperature scanning kiosk upon entering the school.
- All staff will complete a COVID-19 Symptoms Questionnaire upon entering the school.
- Staff flagged with a high temperature or showing other symptoms will be placed in an isolated room and then required to leave the building. The staff member must be tested for COVID-19 and wait at least 72 hours since symptoms ceased and 10 days since symptoms first appeared. Student must also be re-tested and indicate a negative result before returning.
- In the event of a confirmed COVID-19 case, the school will be closed for a period of 72 hours for deep cleaning. All teaching and learning will transition to online.
- In the event of a suspected or confirmed COVID-19 case, the school will immediately report to the City of Detroit Health Department for assistance in next steps. Parents of students who have been in contact with a confirmed COVID-19 case, will be notified and recommended to self-isolate and monitor themselves and other members of their family for potential symptoms. Staff members who have been in contact with a confirmed COVID-19 case, will be notified and recommended to self-isolate and monitor themselves for potential symptoms.
- School day will be limited to six hours per day.
- Students will eat breakfast/lunch in their classrooms.
- Floor markings at six feet intervals will be present at potential locations for lines.
- Floor markings will point in one direction.
- Physical Education will be held in open, outdoor spaces when possible.
- Open windows when possible will be an implemented best practice.
- The school will prohibit any indoor assemblies that bring together students from more than one classroom.
- The school will not utilize the cafeteria for breakfast or lunch for the entire school population.
- The school will not have assemblies of more than 50 students.
- All off site field trips will comply with guidelines of MiRoadMap.
- The school has postponed fall athletics at this time.
- Indoor spectator events will be limited to 50 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 will be no sharing of this equipment.
- The contracted maintenance company will execute daily cleaning and disinfecting using CDC recommended products before, during and after school and maintain a daily cleaning log that will be updated hourly. The Office/Facilities manager will ensure the log is being accurately maintained and that the daily cleaning is occurring. The daily cleaning and disinfecting will include all frequently touched surfaces, student desks, computer carts, playground equipment, all athletic equipment and common areas such as the Library and the Computer Lab.
- The contracted maintenance company’s staff and school staff will wear gloves, masks and face Shields when engaging in cleaning activities.
- All cleaning supplies and tools will continue to be stored in locked, ventilated storage rooms.
- All K-7 students and bus drivers must wear facial coverings at all times during school transportation.
- Any K-7 students and bus drivers that cannot medically tolerate wearing a face mask will be exempt from wearing a facial covering with a written medical clearance from an approved medical authority.
- Any K-7 students and bus drivers who refuses to wear a mask without a medical clearance will be refused admittance to the bus and prohibited from riding the bus.
- Parents must wait for approval from bus driver that student(s) are in compliance with school transportation requirements before leaving the transportation pickup location.
- The bus will be cleaned and disinfected using CDC recommended products before and after the completion of a transit route.
- Students who get ill during the day will not be allowed to ride the school’s transportation.
- A driver flagged with a high temperature or showing other symptoms will not be allowed to transport students. The driver must be tested for COVID-19 and wait at least 72 hours since





symptoms ceased and 10 days since symptoms first appeared. Student must also be re-tested and indicate a negative result before returning.

- In the event of a confirmed COVID-19 case, the bus will be taken offline for 24 hours for deep cleaning.
- The bus will leave windows and/or doors open when appropriate to allow the vehicle to air out after cleaning.
- Weather permitting, the bus will operate with windows open while the vehicle is in motion to reduce the spread of the COVID-19 virus by increasing air circulation.
- Regarding medically vulnerable students, the school's SPED Director will systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
- The school has a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.
- The school will work with medically vulnerable staff that will minimize face-to-face contact, allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible.
- The district does not have items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.

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

**NOTE:** The academy will continue to implement the **Strongly Recommended and Recommended** actions of Phase 4 as they are consistent with the mission to create an environment where every stakeholder feels safe, valued, connected and respected.

- The school will continue implementation of a mental health screening program using the Dean of Culture and Climate in conjunction with the SPED Director and contacted school Social Worker. The dean will continue to perform wellness checks in person, by phone, or Zoom on all of the students who had at least one behavior issue from the previous year or who suffered from or had family negatively impacted by COVID-19 either financially, health, or emotionally at least twice a week. Students who experience any SEL issue will be referred to the SPED Director who would then refer to the school's contracted Social Worker as needed. Teachers will continue to perform wellness checks in person, by phone, or Zoom at least once a week to each student/family. Students/families experiencing any SEL issue will be referred to the Dean. The Deans will then



refer them to the SPED Director who will then refer to the school's contracted Social Worker as needed.

- Teachers will receive ongoing SEL coaching from the Dean of Culture & Climate in virtual or in person via PLC group once a month.
- Teachers will receive ongoing SEL coaching from the Dean of Culture & Climate in virtual or in person in one-on-one settings as needed and as requested.
- The Dean of Culture and Climate with admin will continue to implement, update and monitor the crisis management plan to address issues related to COVID-19.
- The Dean of Culture & Climate will continue to curate, distribute and update weekly a family resource guide inclusive of information on food backs/groceries giveaways, shelters/housing, physical/medical health supports, mental/emotional health supports, child care, technology assistance, and financial resources distributed via weekly email blasts, weekly robocalls and weekly postings to the school's website.
- The Dean of Culture and Climate with admin will continue to execute weekly SET (Student Engagement Time) which consisted of virtual field trips, topical discussions, talent competitions, and photo-essays for students and staff.
- The Dean of Culture and Climate with admin will continue to execute monthly virtual parent meetings addressing specific SEL topics such as keeping students engaged in online learning and preparing for high school.
- The Dean of Culture and Climate with admin will continue to assist in teacher-led SEL Activity Day every Friday where teachers executed activities related to improving student's mental well-being.
- Teachers will continue to execute daily SEL activities for Morning Meeting where teachers will execute activities related to improving student's mental well-being.
- Staff will be encouraged and allocated time to take a refresher of the required virtual course Social-Emotional Learning: Trauma Informed Support through MIVU.
- Prior the start of the school year, the academy will pay staff a stipend, cover the costs and encourage staff to take as many of the courses offered in MIVU focusing on the following strands: Culture & Diversity, Classroom Management, & Tools for Teachers.
- The SPED Director will continue to be the designated mental health liaison and coordinate the mental health concerns with the Culture and Climate Dean and the contracted Social Worker and work across the school, local public health agencies, and community partners.
- The Dean of Culture and Climate, in conjunction with the SPED Director, will serve as the access navigator to centralize mental health referrals, communications to families/students, and public-facing wellness materials.



- Administration will create, implement and monitor 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).
- Administration, in conjunction with the SPED Director, will create, implement, update and distribute protocols for staff to evaluate physical and mental health status.
- Administration will continue to communicate with parents and guardians return to school transition information via virtual town hall meetings, weekly email blasts, weekly robo-calls, weekly postings to the school's web site, social media, person-to-person phone calls from clerical staff and commercial communication channels.
- Administration will establish, staff and monitor a crisis hotline (specified phone number and designated email address) for families to address social-emotional issues, health questions, academic concerns, and technology assistance.

### **Phase 5 Instruction**

**It is in the best interest of our School District that we begin the school year in Phases 4, 5 fully remote with No-Person Instruction for students following a combination of Remote and Hybrid midyear.**

We are in the business of educating children and to adequately implement instruction with increased probabilities of “Interrupted Schooling will not only put our community in harm’s way but cause our children to further regress and lag tremendously behind their peers. By interrupted schooling we mean, any situation which forces the School District to deviate from a traditional learning environment i.e. closures due to state orders, COVID cases, etc.

From September -December Phase 4, 5 schooling will be offered in a complete remote mode in the same manner as it is offered during Phases 1, 2, 3. Each student will engage daily in both synchronous (online instruction live with teacher) and asynchronous (online independent of teacher) learning throughout the school day from September – December. For clarity we define the alternative modes of instruction as “Synchronous learning is online or distance education that happens in real time, whereas asynchronous learning occurs through online channels without real-time interaction” though monitored. <https://thebestschools.org/magazine/synchronous-vs-asynchronous-education/>.

From January-June, Phase 4, 5 schooling will shift schooling to offer families two options:

3. To continue fully remote learning in both synchronous (online instruction live with teacher) and asynchronous (online independent of teacher) learning throughout the school day.
4. To physically attend school with a **Hybrid Model** of schooling option inclusive of a combination of campus live with teacher and peers, in addition to both synchronous (online instruction live with teacher) and asynchronous (online independent of teacher) learning. In this case, students will attend in-person learning on an



alternating in-person and remote school schedule.

In accordance with health and safety recommendations, the Hybrid model will include a blended learning schedule with maximum 15 students in a class providing for physical distancing within the classroom, plexiglass covering around student and staff desks for additional precautions. In addition to distancing, students will be “cohorted”, with precautions to reduce exposure to peers outside the cohort as much as possible (see safety protocols for Phases 4, 5).

This decision to begin the year fully remote is the result of our community monitoring the experts, adhering to CDC guidelines, listening to our parent, staff, and external stakeholder feedback.

- 85% of our parents said they were not ready to send their children back to school due to the continued increase in COVID-19 cases and uncertainties as to how children are impacted by the virus.
- 90% of our staff are opposed to returning to school full-time in September due to COVID-19 concerns
- 53% of our parents are in favor of blended learning; 15.4% digital; and 32% prefer in-person instruction when school reopens.
- 79% of our staff are more comfortable beginning the year online and shifting to hybrid in the winter.

Educating children at scale requires preparation and we are preparing all stakeholders for readiness. The plans proposed in this document are subject to change based on the direction of our Governor’s Executive Orders as well as the recommendations of the CDC and the Wayne County Health Department. Additionally, this document is a readiness guide for our Rutherford Winans Academy School District to be prepared for whatever Phase our state finds itself in come September of 2020.

For each mode of learning students will engage remotely in live interactive classes with teacher; participate in small group instruction with tiered support; and video conferences with specialty teachers and SEL support – all followed by a period of practice and application that may be done offline, independently. Students needing additional assistance may remain online for the intervention, enrichment, and application aspects of the lesson to receive support from teachers and support staff as needed and/or assigned.

ALL students will be held accountable for completion of tasks as if in a traditional classroom. This will include quizzes, tests, papers, research assignments, group presentations, and all other viable means of assessment established by the teachers. Students will also receive some form of evaluation and grade for completion of tasks that are not being used as summative assessments. Grades will be given and there will not be a pass/fail system. This will also include mandatory attendance as expected during the regular school setting.

From September – December, during fully remote schooling under Phases 4, 5, student access to campus will be limited with approved allowances for immediate at risk academic and tiered IV





supports. All staff are required to report to provide full day instruction to students. All persons present on campus for any reason are required to wear personal protective equipment (mask or face shield) unless medically directed not to do so. Undergo temperature checks, complete screening assessments of health and exposure upon entering. The school buildings will be thoroughly cleaned and disinfected in preparation for the return of staff and students.

Remote Learning: fully online	Hybrid
<ul style="list-style-type: none"> <li>• September 2020 – December 2020 and/or upon state ordered Institution of Phase 6; January-June even though possible Phase 6 may be implemented</li> <li>• Synchronous and Asynchronous</li> <li>• Students will engage in both Synchronous (live stream with teacher) Asynchronous (independently live stream) activities throughout the school day.</li> <li>• Students remain fully remote, participating in live Synchronous (live stream) learning along with peers participating face to face and according to the same schedule.</li> <li>• For each learning block, remote students will engage in a live video conference with a teacher and peers followed by a period of practice and application that may be done offline, independently.</li> <li>• Students needing additional assistance may remain online for the practice and application portion of the lesson to receive support from teachers and support staff as needed or as assigned.</li> <li>• All students regardless of mode of instruction will participate in remote learning on Fridays, allowing for a thorough cleaning of buildings at the end of a school week.</li> </ul>	<ul style="list-style-type: none"> <li>• January 2021 – June 2021 and/or upon state ordered Institution of Phase 6</li> <li>• Blended model (Part In-person, Part Remote) Learning</li> <li>• Students will attend in-person schooling according to an alternating in-person and remote schedule.</li> <li>• In the schedule, each day of the week is labeled either an A or B day.</li> <li>• Students will be assigned to a cohort and will attend in-person school on opposite days, with approximately 50% of students attending in-person instruction.</li> <li>• Students will physically attend school on either A or B days two days a week, participating in remote learning for the remaining three days.</li> <li>• During all remote learning, students will engage in both live, Synchronous (live stream) learning with their teacher and peers, as well as independent, Asynchronous (live stream) independent learning throughout the school day.</li> <li>• All students regardless of mode of instruction will participate in remote learning on Fridays, allowing for a</li> </ul>





<ul style="list-style-type: none"><li>• To maintain a clear, predictable, and common schedule for families, students will be assigned to groups so as to provide balance learning cohorts and keep families (either based on relations, address, and/or households).</li></ul>	<p>thorough cleaning of buildings at the end of a school week.</p> <ul style="list-style-type: none"><li>• To maintain a clear, predictable and common schedule for families, students will be assigned to groups so as to provide balance learning cohorts and keep families (either based on relations, address, and/or households).</li><li>• To maintain a predictable and common schedule for families, students with last names beginning with A-K will attend on A days. Students with last names L-Z will attend on B days. All students will participate in remote learning on Fridays, allowing for a thorough cleaning of buildings for the following week.</li></ul>
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**Continued student learning**

The School District has revised its contingency plans to ensure that in all options, school will be conducted based on the traditional school calendar with daily full-time schedules for all students and staff in both synchronous (online instruction live with teacher) and asynchronous (online independent of teacher) learning throughout the school day.

ALL students will be held accountable for completion of tasks as if in a traditional classroom. This will include quizzes, tests, papers, research assignments, group presentations, and all other viable means of assessment established by the teachers. Students will also receive some form of evaluation and grade for completion of tasks that are not being used as summative assessments. Grades will be given and there will not be a pass/fail system. This will also include mandatory attendance as expected during the regular school setting.

Having learned during our recent school closure, students will utilize a device to access meaningful virtual learning experiences and digital resources needed to engage in their learning and the school will distribute additional tools to families to assist with internet resources. All learning during phases 4, 5 will consist of online, consumables, and resources thereby making the transition in January from all remote to a combination of online and Hybrid realistic and attainable.



While no plan during phases 4, 5 are perfect, we are strengthening planning for synchronous and asynchronous modes of learning supported by the Strongly Recommended Core Principals in the Michigan Safe Start Road Map, internal & external district feedback and lessons learned during the implementation of COVID Response Plan.

### **3. Governance Phase 4, 5**

During Phases 4, 5 the district Return to Instruction and Learning working group, will be led by the Director of Curriculum and District Academic Officer and a broad group of stakeholders on the district and school level.

- Feedback has and will continue to be gathered from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
- The district's remote learning plan has and will continue to be revised to incorporate feedback and input from stakeholders to improve its effectiveness.
- The District will share and maintain community transparency of the district's remote learning plan with all involved stakeholders.

### **4. Remote & Hybrid Instruction Phase 4, 5**

During Phases 4, 5 synchronous and asynchronous and the Hybrid modes of learning will be aligned to the Strongly Recommended Core Principals in the Michigan Safe Start Road Map, internal & external district feedback and lessons learned during the implementation of COVID Response Plan.

- Planning for activating the districts' hybrid learning programs is in process for January to ensure extensive stakeholder training and readiness to launch at scale in January and to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.
- Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:
  - Best practices for blended or remote learning
  - Grade-level proficiencies
  - Modes of student assessment and feedback.
  - Differentiated support for students
  - The inclusion of social-emotional learning
  - Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.
- The instructional vision of implementing a teacher/student friendly laser sharp curriculum that focuses on the Major Standards of the grade



- Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
  - Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
  - Every students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students daily.
- Secure supports for students who are transitioning to postsecondary is not applicable for our K-7 population.
- The Director of Curriculum and District Academic Officer and a broad group of stakeholders on the district and school level will support the district to implement grade-level curricula that is aligned to Michigan pre-K-7<sup>th</sup> standards.
- Support teachers to utilize power standards that identify the major work of the grade to focus, prioritize, and accelerate instruction.
- The District's Special Education Director has devised a team that will work collaboratively with the Curriculum Team to revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
- Commence intervention and support services. Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
  - Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
- The Curriculum Team will inventory all intervention programs and services available to students on the district and school level and identify any gaps.
- The instructional team will remain connected with MDE about policies and guidance.
- Special Education Director has developed model-protocols for continuation of services for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers

### **Special Education Services**



In accordance with Executive Order 2020-35 section 6 and the MI Safe Start Road Map, we will provide accommodations and support to our students with special needs to the best extent possible in both the All-Remote and Hybrid modes of learning.

- ☑ Elementary Resource Room Teachers and Teacher Consultants will work with general education teachers of caseload students as co-teacher on classroom platforms to provide accommodations and support students to every extent possible.
- ☑ Elementary and Secondary Ancillary Staff will continue to support students and staff in ways already specified until specific services and supports can be determined collaboratively and according to instructional capabilities within the online and hybrid settings to ensure student needs and accommodations are met.
- ☑ Psychologists will continue to support their buildings in reaching out to families that are both participating in distance learning and Hybrid to support/facilitate resources.
- ☑ Speech Language Pathologists, School Social Workers and Occupational Therapists will continue to send weekly emails checking in with families and providing learning opportunities in a fully remote setting, while supporting those attending via Hybrid.

#### **STEPS FOR SERVICING TIER 4 (Special Education) STUDENTS & LOGGING/RECORDING SERVICE TIME AND RESULTS**

- 6) Providers will use Zoom with Special Education Coordinator as a begin time for the day. They will create lessons for their students online and hybrid and make sure copies of lessons are in the hands of students.
- 7) Providers will service their online students with using Google Classroom, Google Voice, phone call via phone numbers already verified by parents, while servicing hybrid both online and in-person
  - c) Providers will use scanners, phones, and live webinars to take screen shots of the lesson for the day with the student's name in view on the computer screen to show the date and time at the bottom of the screen.
  - d) Providers will send a screen shot at the beginning of the lesson and again at the end of the lesson as evidence of service time length.
- 8) Providers will create Lesson Plans on Study Island that match the student goals (objective service logs).
  - c) Providers will upload/create lessons on Study Island for their students.
  - f) Providers will record the daily progress of their students from Study Island and oral questioning onto the individual student objective service logs.
  - g) If students do not have electronics/technology access, packets can be made, or consumables made available to those who need them.
- 9) Special Education Coordinator will record student service time on the Caseload Service Logs as a record of service that should match the individual student objective service logs. This time will also serve as a record of contractor service time.



- 10) Special Education Coordinator will send an update of services to Principal and Superintendent weekly.

## **Phase 5 Operations**

**Facilities-** The academy will continue to implement the *Strongly Recommended and Recommended* actions of Phase 4 on a case by case as the academy determines to be a best practice going forward.

- The contracted maintenance company's staff and school staff will wear gloves, masks and face shields when engaging in cleaning activities.
- Administration worked with the supervisor of the contracted maintenance company to conduct an audit of necessary materials and suppliers/vendors for CDC approved products.
- Solid Rock Management worked with Wayne County RESA, the local ISD, for procurement of cleaning and disinfection supplies.
- The school has only one building that is used for learning.
- Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.
- The Office/Facilities Manager update and review, on a weekly basis, with the contracted maintenance staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC.
- The Office/Facilities Manager will convene the contracted maintenance staff to review and make actionable district guidance regarding cleaning and disinfection.
- The Office/Facilities Manager will arrange for inspection and verification the building's HVAC is operating efficiently.
- The Office/Facilities Manager will research and facilitate any advanced training for the contracted maintenance staff.
- Multiple signage for proper handwashing and social distancing will be posted on each floor and distributed to each classroom.
- The building leader will conduct and document a walkthrough with the Office/Facilities Manager and the contracted maintenance staff supervisor to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.

**Budget, Food Service, Enrollment and Staff-** The academy will continue to implement the *Strongly Recommended and Recommended* actions of Phase 4 on a case by case as the academy determines to be a best practice going forward.





- Solid Rock Management reviewed the budget with the building leader.
- The academy will procure level-1 facial coverings, including those with a transparent front, for pre-K-5 teachers, low income students, and students with special needs.
- The academy will procure level-1 surgical masks for the contracted maintenance staff.
- The contracted Culture & Climate Specialist and the Culture and Climate Dean will continue to curate, distribute and update weekly a family resource guide inclusive of information on food banks/groceries giveaways, shelters/housing, physical/medical health supports, mental/emotional health supports, child care, technology assistance, and financial resources distributed via weekly email blasts, weekly robocalls and weekly postings to the school's website
- The Office/Facilities Manager will collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance
- The academy will encourage parents drop off and pickup their student(s).
- There has been verified returning students via enrollment applications and person-to-person clerical phone calls.
- Solid Rock Management will develop staffing plan identifying breakdown of the staff – administrators, educators, and support staff and 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).
- Solid Rock Management will conduct a needs analysis to determine need for additional positions and the redeployment of current staff.
- Solid Rock Management recruits, interviews and hires new staff.
- The academy will communicate changes to attendance to staff via staff meetings and to parents and students via virtual town hall meetings, weekly email blasts, weekly robo-calls, weekly postings to the school's web site, social media, person-to-person phone calls from clerical staff and commercial communication channels.
- Solid Rock Management utilizes a contracted Title 1 expert Seek and provide guidance on use of CARES Act funding for key purchases.
- The contracted Culture & Climate Specialist and the Culture and Climate Dean will continue to curate, distribute and update weekly a family resource guide inclusive of information on food backs/groceries giveaways, shelters/housing, physical/medical health supports, mental/emotional health supports, child care, technology assistance, and financial resources distributed via weekly email blasts, weekly robocalls and weekly postings to the school's website.
- Solid Rock Management contracts with substitute staffing companies to facilitate coverage.



- The updated parent/student handbook will continue to be available digitally.

**Technology-** The academy will continue to implement the *Strongly Recommended and Recommended* actions of Phase 4 on a case by case as the academy determines to be a best practice going forward. We surveyed our families to collect information regarding numbers, types and condition of technology devices and internet access.

- In conjunction with the contracted IT company, the Office Manager/Facilities Manager will execute technology device distributions inclusive of WIFI HOT SPOTS (costs will be covered by the academy for at least 100 families based upon need).
- The designated technology point of contact will be the building principal.
- The designated building technology lead will be the building principal.
- The designated technology process leader will be the building principal.
- The designated family technology liaison was the building principal.
- In conjunction with the contracted IT company, the school created and implemented district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan.
- In conjunction with the contracted IT company, the school updated and modified relevant technology policies related to school issued technology equipment.
- The school continued using the already in place technology asset tracking tool and process.
- The school's current IT support company operated technology device processing, returning and maintaining program to minimize student/staff device downtime.
- The school's current IT support company continued executing the already in place weekly, infrastructure evaluation status process.
- The school operated a family technology support plan in conjunction with the current IT support company.

**Transportation-** The academy will continue to implement the *Strongly Recommended and Recommended* actions of Phase 4 on a case by case as the academy determines to be a best practice going forward.

- Students travelling by school sponsored transportation will have staggered arrival/departure times.
- The academy will encourage parents drop off and pickup their student(s).



- There has been verified returning students via enrollment applications and person-to-person clerical phone calls.
- Parents must wait for approval from bus driver that student(s) are in compliance with school transportation requirements before leaving the transportation pickup location.
- The bus will be cleaned and disinfected using CDC recommended products before and after the completion of a transit route.
- Students who get ill during the day will not be allowed to ride the school's transportation.
- A driver flagged with a high temperature or showing other symptoms will not be allowed to transport students. The driver must be tested for COVID-19 and wait at least 72 hours since symptoms ceased and 10 days since symptoms first appeared. Student must also be re-tested and indicate a negative result before returning.
- In the event of a confirmed COVID-19 case, the bus will be taken offline for 24 hours for deep cleaning.
- The bus will leave windows and/or doors open when appropriate to allow the vehicle to air out after cleaning.
- Weather permitting, the bus will operate with windows open while the vehicle is in motion to reduce the spread of the COVID-19 virus by increasing air circulation.

# RUTHERFORD WINANS ACADEMY WORKPLACE PREPAREDNESS PLAN

Name of Business:

Rutherford Winans Academy

Industry:

Education

Address:

16411 Curtis Detroit, MI 48235

Contact Information:

Lateefah Scott 3031 W Grand Blvd Ste 524 Detroit, MI 48202 313/873-7625

Owner/Manager of Business:

Solid Rock Management Company

Human Resources Representative and Contact Information, if applicable:

Lateefah Scott 3031 W Grand Blvd Ste 524 Detroit, MI 48202 313/873-7625

Date(s) Plan Prepared and Updated:

July 28, 2020

## COVID-19 Workplace Coordinators

To ensure the business/entity complies with COVID-19 requirements, we will do the following:

- Designate one or more worksite coordinators on site at all times when employees are present to implement, monitor, and report on the COVID-19 control strategies.

*List names of designated COVID-19 worksite coordinators:*

Principal  
Office Manager  
Business Manager

## Physical Distancing

To ensure employees comply with physical distancing requirements, we will do the following:

- Ensure 6-foot distance between personnel, unless safety or core function of the work activity requires a shorter distance. Any time personnel are less than 6 feet apart from one another, personnel must wear acceptable face coverings.
- Post social distancing markers using tape or signs that denote 6 feet of spacing in commonly used and other applicable areas on the site (e.g. clock in/out stations, health screening stations).
- Limit in-person gatherings as much as possible and use tele- or video- conferencing whenever possible. Essential in-person gatherings (e.g. meetings) should be held in open, well-ventilated spaces with appropriate social distancing among participants.

- Establish designated areas for pick-ups and deliveries, limiting contact to the extent possible.

*List common situations that may not allow for 6 feet of distance between individuals. What measures will you implement to ensure the safety of your employees in such situations?*

Designated deliveries in the mainentrance of the building with a temperature scanning kiosk.

Designated entrance/exit for staff with a temperature scanning kiosk.

K-7 will enter the main entrance with staggered start times with temperature scanning kiosk

*How you will manage engagement with customers and visitors?*

All visitors will have scheduled appointment times when possible

All visitors will be buzzed into building and pass temperature scanning kiosk

All visitors must wear face coverings at all times

All visitors must report to Main Office to sign in and out

Visitors will wait in Main Hallway in socially distancing seating

Visitors will be seen one at a time and separated by plastic shield from office staff

*How you will manage industry-specific physical social distancing (e.g., shift changes, lunch breaks)?*

K-7 Students will enter main entrance with staggered start times

All students will be seated six feet away from each other

All students and teachers desks will be enclosed in a plexiglass shield

Students will eat breakfast and lunch in their classrooms

Students will remain in same classroom for the days instruction

Students will have attend on A/B schedule to facilitate classroom social distancing

Students will be escorted and supervised during scheduled restroom breaks

## Screening, Exclusion and Notification

To ensure the business is able to exclude potentially infectious individual, we will do the following:

- Implement mandatory health screening assessment (e.g. questionnaire, temperature check) before employees begin work each day and for essential visitors, asking about:

- COVID-19 [symptoms](#) or positive test in past 14 days
- Close contact with confirmed or suspected COVID-19 case in past 14 days
- International travel in the past 14 days

*What type of screening will you implement? Will the screening be done before workers arrive to work, or on site? If on site, what PPE will be required for the parties conducting the screening? Who will be responsible for performing the screenings, and how will those individuals be trained?*

All visitors, students and staff will pass by a temperature scanning kiosk upon entry.

All visitors and staff will complete screening questionnaire upon/re-entry

Teachers will be trained how to temperature screen students using a digital, no touch thermometer

Teachers will temperature screen students throughout the day using a digital, no touch thermometer throughout the day



- When an employee is identified with a confirmed case of COVID-19, within 24 hours, notify:
- City of Detroit Health Department Officer, Denise Fair, MPH, FACHE at 313/876-4000. Cooperate with contact tracing efforts, including notification of potential contacts, such as workers or visitors who had close contact with the individual, while maintaining confidentiality required by state and federal law regulations.
  - Any co-workers, contractors, or suppliers who may have come into contact with the person with a confirmed case of COVID-19.

*If a worker tests positive for COVID-19, who will notify the local health department?*

Principal  
Office Manager

*If a worker tests positive for COVID-19, how will you identify - and notify - close contacts?*

District staff will have a single, dedicated electronic method to immediately report suspected or presumed Covid19 cases. Positive or suspected cases will be confirmed with the local Health Department who will assist with developing a recommended next step based on the level of potential exposure. Employees will be notified if they have been in close contact with a confirmed case and will be directed to self-isolate and monitor themselves for potential symptoms.

*If a worker tests positive for COVID-19, what are your response protocols, including sending employees home, temporary closures of all or part of the worksite to allow for deep cleaning, etc.?*

A student showing symptoms will be isolated until a parent /guardian can pick them up. A staff member showing symptoms will be sent home immediately. In the event of a confirmed case, the district will close the school and transition to online teaching and learning for a period of 72 hours to allow deep cleaning/disinfection before reopening. Before returning to work in person, anyone who has tested positive for Covid-19 must wait 72 hours since symptoms ceased and 10 days since symptoms first appeared. They must also be re-tested and indicate a negative result before returning.

## Personal Protective Equipment (PPE)

To ensure employees are appropriately protected, we will do the following:

- Supply appropriate PPE to workers. At a minimum, employers must provide workers with an acceptable face covering at no cost to the worker. Acceptable face coverings include cloth masks, as surgical masks and N95 masks should be reserved for the healthcare industry.

*What type of PPE will you supply? What quantity of PPE will you need to ensure that you always have enough? How will you obtain and replenish these supplies?*

Mask (student, staff and visitors), gloves(staff), face shields( Staff)  
Plexiglass on all student and staff desk  
Temperature scanning kiosk

- Require face coverings to be worn when employees cannot consistently maintain six feet of separation from other individuals in the workplace. Consider face shields when employees cannot consistently maintain three feet of separation from other individuals in the workplace.

*How will you ensure workers are wearing appropriate face coverings at the appropriate times?*

Dean, Principal and Office Manager will conduct walkthrus to monitor and enforce our face covering requirement

- Any individual able to medically tolerate a face covering must wear a covering over their nose and mouth, such as a homemade mask, scarf, bandana, or handkerchief, when in any enclosed public space.

*How will you ensure customers or visitors wear face coverings?*

Visitors will not be buzzed into the building without a face covering. If a visitor does not have a face covering, one will be provided prior to entry. If the visitor refuses to wear a face covering, the visitor will be denied entry into the building. A student who removes their mask after entry and refuses to wear their mask will be isolated until a parent/guardian can pick them up or until the student puts their mask back on.

- Face coverings must be cleaned or replaced after use or when damaged or soiled, may not be shared, and should be properly stored or discarded.

*How will you ensure that PPE is appropriately cleaned, stored, and/or discarded?*

We will strongly encourage our parents to clean their students cloth mask daily. Our students will have an alternate day schedule which will allow for a day in between use. We will provide our staff with two cloth masks. We will advise staff to clean masks and shields daily. We will replace damaged or soiled cloth masks at no cost for students and staff. Temporary, one time use, disposable masks will be provided in emergency situations. Unusable masks will be collected and disposed according to CDC recommended guidelines.

## Hygiene and Cleaning

To ensure employees comply with hygiene and cleaning requirements, we will do the following:

- Post signage throughout the site to remind personnel to adhere to proper hygiene, social distancing rules, appropriate use of PPE, and cleaning and disinfecting protocols.
- Provide and maintain hand hygiene stations, including handwashing with soap, water, and paper towels, or an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.

*Where will hand hygiene products or stations be located? How will you promote good hand hygiene?*

Portable hand sanitizing stations will be located throughout the building. Teachers will model the proper hand sanitizing techniques daily and monitor students to ensure proper hand sanitizing is completed. Staff will enforce social distancing rules daily.

- Conduct regular cleaning and disinfection at least after every shift, daily, or more frequently as needed. Frequently clean and disinfect shared objects (e.g. tools, machinery) and high touch surfaces, such as door handles/push bars, light switches, credit card machines, copiers, restrooms, and common areas.

*How will you ensure regular cleaning and disinfection of your worksite and any shared objects or materials, using [products identified as effective against COVID-19](#)? If you use a cleaning log, who will be responsible for maintaining the log that documents date, time, and scope of cleaning?*

Business Manager will ensure the contracted maintenance company executes effective daily cleaning before, during and after the day's activities and maintain the daily cleaning log. The building will close down for one day during the week for deep cleaning and sanitizing.

- Limit the sharing of objects and discourage touching of shared surfaces. Ensure surfaces are cleaned and disinfected between uses. Or, sanitize or wash hands before and after contact.

*List common objects that are likely to be shared between employees. What measures will you use to ensure the safety of your employees when using these objects?*

Students will be issued manipulatives for their use only and will place items in their own reusable bag after use. Teachers will assist students in cleaning and sanitizing any manipulatives before placing them back into bag. Students will not be sharing objects. Business Manager will ensure the contracted maintenance company executes effective daily cleaning before, during and after the day's activities and maintain the daily cleaning log.

- Have a plan for cleaning and disinfection in the event of a COVID-19 positive case.

*In the case of an employee or visitor testing positive for COVID-19, how will you clean the contaminated areas? What [products identified as effective against COVID-19](#) will you use, and how will you acquire them? Who will do the cleaning?*

In the event of confirmed case, the district will close the school and transition online teaching and learning for a period of 72 hours to allow for deep cleaning/disinfecting using CDC recommended products before reopening. We have ordered the recommended CDC products. The contracted maintenance company will execute the effective deep cleaning.

*Will areas need to be closed for a period of time to facilitate cleaning? How will this impact other areas of your business?*

The school will be closed for a period of 72 hours to facilitate deep cleaning and sanitizing. During that period, all teaching and learning will transition online, virtually.

## Policies & Training

To ensure employees are aware of COVID-19 safety measures in place at our facility, we will do the following:

- Provide COVID-19 training to employees that covers, at a minimum:
  - Workplace infection-control practices.
  - The proper use of personal protective equipment.
  - Steps the employee must take to notify the business or operation of any symptoms of COVID-19 or a suspected or confirmed diagnosis of COVID-19.
  - How to report unsafe working conditions.

*How will you conduct this training? Who will provide the training? How will you document the training?*

We will facilitate this training during the two weeks of professional development ( August 24-September 3, 2020) We will partner with our local health department for an expert to deliver the training.

- Follow [Executive Order 2020-36](#), and any executive orders that follow it, that prohibit discharging, disciplining, or otherwise retaliating against employees who stay home or who leave work when they are at particular risk of infecting others with COVID-19.
- Restrict business-related travel for employees to essential travel only.
- Encourage employees to use personal protective equipment and hand sanitizer on public transportation.
- Promote remote work to the fullest extent possible.
- Adopt any additional infection-control measures that are reasonable in light of the work performed at the worksite and the rate of infection in the surrounding community.

## RESOURCES

- As guidelines and requirements are frequently updated, stay current on local, state, and federal guidance issued in response to COVID-19.

Covid-19 guidance and requirements are being continually developed. For local information, contact the City of Detroit Health Department at [www.detroitmi.gov/health](http://www.detroitmi.gov/health) or 313/876-4000

- See the [Michigan COVID-19 Business Response Center](#) for industry-specific plans and guidance.
- For the most up-to-date guidance on COVID-19, visit the following sources of official information:
  - Washtenaw County: [washtenaw.org/COVID19](http://washtenaw.org/COVID19)
  - Michigan: [michigan.gov/coronavirus](http://michigan.gov/coronavirus)
  - National: [cdc.gov/COVID19](http://cdc.gov/COVID19)

## OTHER

Please use this space to provide additional details about your COVID-19 Preparedness and Response plan, including anything to address specific industry guidance.

A six hour school day extending the school year by three days ( June 30, 2021) to meet days and clock hours requirement.

An A/B Schedule:

Schedule A - Students will report on Mondays and Wednesdays 8-2:30pm

Schedule B - Students will report o Tuesdays and Thursdays 8-2:30pm

Fridays will be virtual learning. Building will be closed for deep cleaning.

There will be no more than 15 students per classroom will all desk facing forward, six feet apart with shields around each students desk and the teachers desks.

Students will not transition. Teachers will rotate through classes.

Note: Siblings in different grades will be scheduled for the same days to prevent parents from having to drop off and pick students every day.

Parents will have the option of having their students engage in on site/on line learning on the days the students schedule calls for online learning. Students will be placed in a designated space with adult supervision and lon into the livestream learning lessons for their designated grades for that day just like they would do at home. Designated places will be un-used classrooms, lunchroom, computer lab and auditorium. Please be advised these designated spaces can socially distance accomodate more than students.