

**RESOLUTION APPROVING THE COVID-19 PREPAREDNESS AND RESPONSE PLAN (“PREPAREDNESS PLAN”) AND APPROVAL OF CHARTER CONTRACT AMENDMENT**

Joy Preparatory Academy (the “Academy”)

A special meeting of the Academy Board of Directors was held on the 4<sup>th</sup> day of August 2020, at 5:30 pm.

The meeting was called to order at 5:40 pm by Board Member Dr. Alfred Cobbs:

Present: D. Ector, A. Green, A. Reid, Dr. Cobbs

Absent: none

The following preamble and resolution were offered by Board Member D. Ector and supported by Board Member A. Green:

**BACKGROUND**

On June 30, 2020, in response to the novel coronavirus (COVID-19) pandemic affecting our state, Governor Gretchen Whitmer issued Executive Order 2020-142 (the “Order”) that provides a structure to support all schools in Michigan as they plan for a return of preK-12 education in the fall. Under the Order, all schools must adopt a COVID-19 Preparedness and Response Plan (“Preparedness Plan”) laying out how they will cope with the disease across the various phases of the Michigan Safe Start Plan. Under the Order and the Michigan Safe Schools: Michigan’s 2020-2021 Return to School Roadmap developed by the COVID-19 Task Force on Education Return to School Advisory Council (“Return to School Roadmap”), schools retain flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions.

Acting under the Michigan Constitution of 1963 and Michigan law, the Order and the Return to School Roadmap state:

1. Coronavirus relief funds under the Coronavirus Aid, Relief, and Economic Security Act will be provided and may be used to aid in developing, adopting, and following a COVID-19 Preparedness Plan under section 2 of the Order.
2. Every school must develop and adopt a Preparedness Plan that is informed by the Return to School Roadmap.
3. By August 15, 2020 or seven days before the start of the school year for students, whichever comes first: the Academy Board must approve its Preparedness Plan.
4. By August 17, 2020, the Academy’s authorizing body, **Ferris State University** (“Authorizer”), must collect the Preparedness Plan and transmit such plan to the Superintendent and to the State Treasurer.
5. By August 17, 2020, the Academy must prominently post its approved Preparedness Plan on the Academy’s website home page.

**THE ACADEMY BOARD THEREFORE RESOLVES THAT:**

1. The attached Preparedness Plan is approved. See Exhibit 1.
2. The attached Contract amendment, incorporating the Preparedness Plan into the Contract, is approved. See Exhibit 2. This Contract amendment shall remain in effect as long as The Preparedness Plan remains in effect. The Board President is authorized to sign and submit the Contract amendment to the Authorizer for approval.
3. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same hereby are rescinded.
4. The Academy will deliver from time to time such information regarding the implementation of the Academy's Preparedness Plan as the Authorizer or Michigan Department of Education may reasonably request.
5. Any Board policies or provision of Board policies that prohibit or impede the Academy's compliance with The Preparedness Plan or Executive Order 2020-142 are temporarily waived, suspended or altered.
6. This Resolution shall take immediate effect and continue through the end of the state of emergency and disaster declared in Executive Order 2020-127 and any subsequent executive order declaring a state of emergency or disaster in response to COVID-19 or the end of the 2020-2021 school year, whichever is earlier.

Ayes: Cobbs, Ector, Green, Reid

Nays: none

Resolution declared adopted.



Print Name: Dr. Alfred Cobbs

President, Academy Board

[Exhibit 1: Attach Copy of Preparedness Plan]



# FERRIS STATE UNIVERSITY

---

CHARTER SCHOOLS OFFICE

## **COVID-19 Preparedness and Response Plan 2020-2021**

### **INSTRUCTIONS:**

Please follow the step-by-step instructions below to complete the Preparedness and Response Plan.

1. Download and save the COVID-19 Preparedness and Response Plan to your computer prior to filling it out.
  2. Complete the report and make sure to save it to your computer.
  3. Submit the entire completed report in Epicenter. **Deadline: August 14, 2020**
- 

## COVID-19 Preparedness and Response Plan

**Address of School District:** Adasina Philyaw

**District Code Number:** 82958

**Building Code Number(s):** 82958

**District Contact Person:** Adasina Philyaw

**District Contact Person Email Address:** Adasina.philyaw@leonagroup.com

---

**Local Public Health Department:** Wayne County Health Department

**Local Public Health Department Contact Person Email Address:**

Wayne Resa: Steve Ezikian, email: Ezikias@resa.net

---

**Name of Intermediate School District:** Joy Preparatory Academy

**Name of Authorizing Body:** Ferris State University

**Date of Adoption by Board of Directors:** July 28, 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 the 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.

Dr. Alfred Cobbs  
\_\_\_\_\_  
President of the Board of Directors

July 28, 2020  
\_\_\_\_\_  
Date

## Introduction and Overview

- Provide an introduction as an opportunity to introduce the reader to your school community and efforts to date that you have taken to ensure continued student learning during the COVID-19 pandemic.
- Consider including your school mission, vision and values and describe how they continue to guide your work.
- Identify guiding principles that your team considered when developing your Preparedness Plan.
- Describe how the plan was developed and how feedback from your school community was incorporated into the Preparedness Plan.

### **Academy Narrative:**

Mission: JPA will educate children safely, vigorously and competitively, creating success in a global society.

Vision: JPA will be a shining jewel in the community because of its reputation for integrity and results.

Since the inception of the COVID-19 pandemic, our goals at JPA have not waivered but continue to center around the “whole child”. There have been incremental meetings to regroup and evaluate what is working (successful) at JPA and what strategies and activities need to be revised or deleted from our anticipated plan (before and after the Continuity Plan). When a large percentage of our students “disappeared” in plain sight after March 13, 2020, our management group (TLG), authorizer (FSU), board members (JPA) along with our instructional and ancillary staff began strategic planning. The strategies focused on how to reach ALL of our students (general and special education) with all the restrictions, guidance and barriers with the “Stay At Home” order that forced schools to halt in-person person teaching and interactions. The staff (as a whole) utilized monitored daily office and teaching hours to connect w/students and families through Class Dojo, Google Classroom, Instagram, BrightArrow Messaging, Zoom, GoogleVoice and TextNow. While we used these avenues to promote student learning, we faced looming challenges that became more apparent week by week which was confirmed and discussed by the staff during their Friday Check-In conferences with the school leader and instructional coaches. We also held Parent Coffee Hours and Community Circles so the families could peek in to chat with teachers/paras and join in with other parents to voice concerns. Even with the opportunity to pick up packets (or have them mailed), the participation was dismal and disappointing. In addition, lunch staff and security reported to JPA three times a week to distribute lunch and dinner to our community. Hotspots were offered through our 21h funds and yet we still have more than half of them here waiting to be claimed from families who expressed a need. Keeping staff and parents motivated to connect with students during COVID-19 is also a piece of this puzzle that contributed directly to student learning as well. Losing momentum from both parties would creep in after a couple of weeks and we would read more articles (EducationNext, Edweek, Bridge Michigan, etc.) to share with the staff and families.

With all this information given, we have pressed on and prepared for the 2020-2021 in a multitude of ways that are evident as soon as you walk into the doorways of JPA where you are reminded that germs are everywhere, masks are provided and required and the sound of drills fill the air. Keeping our staff and students safe is paramount and we are doing just that as the maintenance staff partitions the desks and tables. Allowing for one entrance, signs that remind one way traveling in the halls and hand sanitizing machines are in each classroom and all the

hallways are steps we are taken to address the concerns of families. Parents remain nervous about in-person instruction. JPA used the perception data (from the activity from March-June) along with data from Survey Monkey to poll the families on the 3 modes of instruction (blended/hybrid, in-person and virtual) and blended learning was the winner! A survey was also distributed to evaluate our implementation of the Continuity Plan on Class Dojo to 100+ parents and received over 20% responses.

As we construct the Preparedness Plan, the JPA team members have embedded prior knowledge, academic data from last school year, demographic/attendance and perception data into the actions needed to address the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap. To implement this plan effectively and efficiently, we allocated revenue from the CARES grants for cleaning, disinfecting, PPE/Sanitation and the salary/benefits for Attendance/Homeless and Foster Liaison to ensure safety. Each student will have their own set of materials at their desks to prohibit sharing of supplies. Cloth masks (Joy logo) were purchased for Pre-K through 8 and all staff members and any families that request them. All staff and students' desk have been guarded with plexi glass to protect them and lower the chances of transmission/infection. Electronic wipes, screen spray, disinfecting spray, masks, gloves, face shields, personal hand sanitizer and touchless thermometers have purchased and are being utilized during our small summer school. Posters from the CDC are place throughout the school (shared spaces, lavatories, office space, classrooms, etc.)

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

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

- All protocols included on page 15 of the Roadmap are “**Required.**” This includes the closure of school building for in-person instruction and to anyone other than: 1) district employees or contractors necessary to conduct minimum basic school operations, 2) food service workers preparing food for distribution to students or their families, and 3) licensed child-care providers and the families they serve. It also includes the suspension of all athletics and busing operations, if applicable.
- Identify whether the Academy will be used by licensed child care providers and if so, under what conditions.
- Outline the extent to which school employees and contractors will be physically present in the school building for the purposes of conducting basic school operations, include remote live instruction, as determined by school administrators.
- Describe plans to ensure continued food distribution to eligible students.
- While the school is closed for in-person instruction, describe the cleaning protocols that will be adjusted to ensure the school building remains functional.
- If applicable, provide an assurance that states that all busing operations will be suspended.

### Academy Narrative:

During the school closure, JPA will not be used by licensed child care providers. Busing will be suspended for all students during Phase 1-3. We must reassure that this language is in the contract with the current bus company employed by JPA. If the need be and we revert back to Phase 1, 2 or 3, we will mirror the virtual/on-line schedule that was successful from March until June. Security and lunch staff report three times a week from 10:00-2:00 to distribute lunches and breakfast from our food vendor-Variety Inc. In-person instruction will be suspended and instructional staff will be monitored from the hours of 9:00-3:00. Monday through Friday. All staff will practice social distancing, wear a mask, use hand sanitizer, complete the health screener and take necessary precautions when needed while working with co-workers. Our janitorial and custodial staff remains employed to clean/sanitize, adhere to new legislation/checklist, and prepare the facility for when the determination is made by the governor to implement Phase 4 and 5. If needed, the office personnel will report twice a week to submit paperwork, gather packages and mail items requested by parents. Auto dialers through Bright Arrow will be used by the team as well to send messages to parents to get them abreast of our efforts, initiatives and legislation updates. They will also print work packet for parents who prefer to them pick up and sign for twice a week during the times of 10:00-2:00. Staff who enters the building will be required to complete the TLG Midwest COVID-10 Workplace Health Screener Questionnaire: <https://docs.google.com/forms/d/e/1FAIpQLSfKxGlzktFAEJp-kkonzZZIX2-T9FDhGVJtJQbZjxDb053Gg/viewform>

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

- All protocols included on page 16 of the Roadmap are “**Strongly Recommended.**” Using these protocols as a guide, describe how the Academy will provide mental and social-emotional health services for students.
- Specifically identify which protocols on page 16 that are identified as “**Strongly Recommended**” that the Academy will not implement.

### Academy Narrative:

During the beginning of the school closure, there were a myriad of webinars and conferences promoting software, packages and systems highlighting the need for a laser like focus on Mental & Social-Emotional Health. Our behavioral specialist and instructional coaches attended many virtual seminars to reach out to our students who were labeled Tier 3 and 4 regarding their behavior performance. Administration and ancillary staff used PBIS.org and their wealth of resources to post for families and students during COVID-19. Our team encouraged students and parents to reach out to our behavior specialist to discuss any trauma induced events or anxiety during this pandemic. There were daily meetings scheduled for parents and students to talk to their peers as well. Many of the middle school students did log on to the ZOOM meetings to discuss social events, deaths, family issues and COVID-19 related occurrences locally and globally.

I’m excited to report that we have a full time Social Worker this school year. We are looking forward to working as a team to select a mental health screening/program where she can be trained to administer to all of students. A referral system will be established through our MTSS (Multiple Tiered System of Support) process and revised to meet the needs of our students. Students will be tiered according to the need of the students and we will rapidly respond to requests by parents (encouraging them to be in alignment with the school). We will have a comprehensive list of resources available to both staff, parents and students. Community based organizations will partner with JPA through WRESA, FocusHope and MDE. Currently, materials have been selected for parents to help with coping during the school transition. All components and protocols on page 16 of the Roadmap lists under “Strongly Recommended” will be implemented through many avenues and partnerships (along with staff). JPA’s behavior specialist and social worker will be critical team players and conduits between the community, school and families to ensure these protocols are followed with fidelity and transparency.

The screener will be compliant with HIPAA and FERPA policies. Screening instructions will be offered verbally to younger students. Confidentiality will be adhered to and the academy will follow mandated reporting guidelines.

- [\*Elementary Screener \(CPSS\)\*](#)
- [\*How to administer and score CPSS\*](#)
- [\*Middle or High School Screener\*](#)
- [\*Middle or High School Mental Health Screener\*](#)

- [Student Questionnaire \(K-12 possibly\)](#)

JPA will establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams (Wellness and Response Team) through MTSS.

JPA understands that mental health support may be needed for students that may not have required this support in the past, thereby while general education and special education teachers are providing services they will monitor all students for signs of distress and if any distress signals are noted the student will be referred to the school's mental health provider (school social worker or counselor). The mental health provider will obtain parental consent prior to providing any services to the identified student.

- [Mental Health Support Flowchart](#)

JPA will use a tiered approach to service its community. The following outline will be utilized to address any mental health needs:

Mental health providers (school social worker/counselor) will provide Tier I & Tier II services to the families and students through a vast array of modalities, such as Google Classroom, recorded videos, (offered to all students), email, Google phone (telephone), Google Hangouts, Google Meets, Zoom as well as by working remotely with the school to upload necessary community resources and information using their school's website. Students may have many questions regarding the Coronavirus, thereby school counselors will also work with students in groups that will consist of Social Emotional Learning (SEL) using the CASEL Wheel to provide SEL Competencies, and Psycho-educational groups that will focus on mindfulness, coping skills, anxiety, depression, and anger management. Check-in/Check-out interventions will be provided to students using the previously provided platforms, which will ensure that school counselors touch bases with Tier II students in the morning and again in the afternoon if needed. **Always** use an agenda for Tier 2 groups and keep service logs: [Digital Service Log](#)

## **FOSTERING CONNECTIONS RESOURCES**

The following are additional resources that support the establishment of trusting relationships:

- [Building Developmental Relationships During COVID-19](#)
- [How Schools Ensure Social Connections During Physical Isolation](#)
- [Stories from the Field: Building Strong Teacher-Student Relationships in the Classroom](#)

The social worker/counselor will be providing Trauma Training as well as Grief and Loss Training to each school district prior to the start of the school year (virtually). In addition to district professional developments, below are some webinars that will be used to assist with identifying and supporting our students during this pandemic.

- [Daily SEL lessons](#)
- [Talking to Elementary and Middle School Students about Covid-19 Webinar](#)

- [Trauma Sensitive Schools Professional Development](#)
- [Grief Training for Staff](#)
- [Helping Children Cope with Changes Resulting from Covid-19](#)
- [CDC Information and Guidance](#)

In order to support our students’ academic success as well as social-emotional health we must ensure that “we” are taking care of ourselves. Below are resources that the academy will use to assist with supporting teachers “self- care” and resiliency to prevent burnout.

- [Mindful Teachers Self- Care Resources](#)
- [TED Talks Importance of Self Care Playlist](#)
- [A Daily Dose of Self- Care, Gratitude, and Kindness Blog](#)
- [Headspace for Educators Blog](#)
- [Skovholt Practitioner Professional Resiliency Self- Care Inventory](#)
- [Professional Quality of Life Scale](#)

JPA will provide best practices resources to assist with talking through trauma with children:

- [Nine Tips for Talking to Kids about Trauma](#)
- [Tips for Survivors of Disaster or Other Traumatic Event](#)
- [Traumatic News Can Trigger PTSD-Like Symptoms](#)

JPA will use social and emotional learning as a way to create a safe and supportive environment for all students.

Below are strategies, connected to each of Indiana’s Social Emotional Learning Competencies, that can be implemented in the first few weeks back to school (virtual or in person learning). For more ideas, please visit [SEL toolkit](#).

- **Insight**
  - Help students identify their personal strengths. Direct them to reflect on what they may have learned about themselves while being at home/out of school (i.e. strengths within their family role, new skills/talents, adaptability.etc.).
  - Help students name their feelings- Provide a list of emotions and ask students to choose one or two each day which they identify with in order to build emotional awareness, vocabulary and empathy.
- **Sensory-Motor Integration**
  - Facilitate deep breathing exercises (such as [Square Breathing](#)) and prioritize physical activity opportunities
- **Regulation**
  - Help students understand how their brains work and can react to stress. Use this video teaching the hand model of the brain.
  - Encourage students to think about how feelings are connected with their body using the How Does my Body Feel? handout.
- **Collaboration**
  - Provide opportunities for collaborative learning games and facilitate the creation of group expectations with specific roles/responsibilities for each student before beginning
- **Connection**

- Create adult to student and/or student to student mentoring opportunities to serve as an additional system of support for students
- **Critical-Thinking**
  - Help students identify a cause or problem that arose in their community over the past few months. Ask students to come up with action steps or solutions to these issues.
- **Mindset**
  - Praise students’ process rather than students’ outcome. For example, “I can tell you practiced!” or “I noticed you supported your friend in need today.”
  - Act to remove anxiety about academic performance and prioritize the healing and belonging that will foster academic learning.
  - When speaking about the coming year’s academics, reassure students that the goal will be to “close the gap”, not “catch-up with additional work”

The teachers will assess their strengths and areas to develop as they promote SEL through distance learning and at-home assignments

- [Teacher self assessment](#)

The teachers will use the following resources and tools:

- [What is Student Well-Being](#)
- [Example of Well-Being, Social, and Emotional Needs Assessment Tools and Results](#)

The Academy recognizes that remote learning creates a unique challenge in supporting students, particularly because educators are not able to see and talk with students on a regular basis. While video meetings provide some opportunity to connect, it is hard to make the same connections one would in the classroom. Connections help us to know how students are doing and what help they may need. Daily or weekly check-ins allow for a deeper connection to happen, daily/weekly check-ins are also beneficial during in-person classroom instruction. Daily/weekly check-ins also allow the academy to know if students or parents need more support to navigate the current situation.

**Resources and Tools:**

- [Free Daily Check-in Forms](#)
- [Class Catalyst](#)

**Survey Tools: Remote Learning & Well-Being**

Surveys are one method of data collection providing perception data in a highly structured format. Surveys are cost effective, scalable, and allow for a large sampling of students, staff, and families. These resources provide examples and templates to create a more in-depth understanding of specific needs in a remote learning environment. Further, these tools can assist in collecting information for the return to a traditional building setting for school. Examples of COVID-19 and general surveys, assessments, and other data collection tools are listed below.

**Resources and Tools:**

## Remote Learning & Well-Being COVID-19 Data Collection

- Panorama Ed Distance Learning: Student, Parent, Staff & Community Surveys
- SEL through Distance Learning: Teacher Self-Assessment
- Survey Recommendations from National Association of Social Workers (NASW):
  - [Student Questionnaire Template](#)
  - [Educator Questionnaire Template](#)
  - [Educator Questionnaire Example](#)
  - [Parent Questionnaire Template](#)
  
  - [Parent Questionnaire Example](#)

### Phase 1, 2, or 3 Instruction

- All protocols included on pages 17-18 of the Roadmap are **“Strongly Recommended.”**
- Describe the alternative modes of instruction that will be used while in-person instruction is suspended. Reflect upon the challenges and successes of implementing your Continuity of Learning and COVID-19 Response Plan, incorporate feedback from your school community, and outline in detail how you will ensure continued student learning. Specifically include a summary of materials each student and the student’s parents or guardians will need to meaningfully access the alternative modes of instruction.
- Describe how the Academy will strive in good faith and to the extent practicable, based on available resources, technology, curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities consistent with their individualized education plans, including the provision of auxiliary services.

- Use the protocols listed on pages 17-18 of the Roadmap, as well as other best practices, as a guide in outlining and highlighting your plan for remote instruction.
- Specifically identify which protocols on pages 17-18 that are identified as “**Strongly Recommended**” that the Academy will not implement.

### **Academy Narrative:**

JPA developed a Continuity Plan that provided our families with the opportunity to learn at quality levels with multiple opportunities for support. Teachers planned for a daily support hour, community circle, video chats and modeled lessons from Common Core/TLG Pacing Guides. Interventionists continued to give interventions to our 70+ plus who scored on a Tier 3 level on DRA and NWEA. Administration encouraged parents to watch parent tutorials on Google Classroom and Class Dojo to maximize their child’s virtual learning experience. If families had limited access to the internet and technology, they were asked to reach out to their child’s teacher who communicated with administration. Funds were allocated for at home (backpack filled with supplies) resources and hot spots were purchased and distributed on referral basis. Weekly packets were sent on Fridays to the School Leader and instructional coach with instructional material from Quarters 3 and 4. The packets were printed on Mondays and available for pick up during the week. For the families who have the desire to assist with virtual learning and be involved in the process utilized their phones or technical devices in the home. Our staff members also worked with Triumph Church and other non-profit organizations to obtain laptops which was successful in getting them in the hands of the families. However, those select families didn’t “show up” for virtual learning. Parents also requested packets to be mailed to the homes due to the fear of COVID-19 and lack of reliable transportation.

Teachers (Special and General), paraprofessionals and interventionists monitored their caseloads and students’ participation with an electronic gradebook and attendance sheet which was monitored by the school leader and coach. Our Speech Pathologist also delivered intervention and support services on a weekly basis. Feedback was documented every 2.5 weeks with a progress report which was mailed to the home for both general education and special education students. Parent meetings were held via Zoom for MTSS and IEP students. The staff were required to participate in virtual seminars, webinars and tutorials on the software such as RAZ-Kids, IXL, StudyIsland and the platforms used for instruction, such as Class Dojo and Google Classroom. TLG (The Leona Group) offered weekly PLCs as well to the staff to enhance their skillset for connected to all learners during Phase 1, 2 and 3. CARES funds along General Funds were targeted and spent to send literature home (5-6 packaged books for each student) for grade Pre K-8 to encourage reading at home. Weekly emails were sent from our partners from MDE and WRESA to assist both staff, administration and families that addressed the challenges from all stakeholders and offered solutions on how to make a smooth and sustainable transition.

JPA intends on meeting all the expectations listed on pages 17-18. If we are moved to Phase 1, 2 and 3 we will investigate further the use of NWEA at home with our students. We were able to use our second benchmark and lost the ability to assess them the 3<sup>rd</sup> quarter.

### **Protocols for Remote Instruction:**

- Ensure that remote learning plans, revised based on feedback and input from school leaders, educators, families, and students, are distributed to all involved stakeholders in their home language. Create opportunities for ongoing feedback.
- Activate remote learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation.
- Support schools to assess every student in grades preK12 during the first few weeks of school, using a screener, diagnostic, or formative assessments that can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families.
- Secure supports for students who are transitioning to postsecondary.
- Conduct checkpoints with school leaders around curriculum and instruction and ongoing monitoring of student progress, specifically honing in on the progress of students in need of additional support.
- Remain connected with MDE about policies and guidance.

### **Communication and Family Supports:**

Effective and ongoing communication is a critical component of managing any school crisis. Implementing specific communication procedures and protocols surrounding re-entry following COVID-19 school closures will allow staff, students, families, and the community to understand new and evolving actions put in place to continue the processing of educating students during these uncertain times.

- **Internal Communications**
  - The school’s plan for re-entry, including information regarding the health and safety measures being put in place. will be provided to all staff including detailed copies of all external communications for familiarization.
- **External Communications**
  - Stakeholders access information in a variety of ways. Our school uses a variety of communication tools to reach our audience including email, voice messaging, website, social media, and print copy mailings. Families will receive information detailing the school plan for re-entry, including information regarding the health and safety measures being put in place. Health and safety posters illustrating proper personal hygiene/hand washing while at school will be posted for students and staff. Information on school exclusion rules will be posted on the school’s web page and in other communication.

A marketing plan has been established that determines **who** will issue information to key audiences (staff, families, students, public). A central point of contact is vital to assuring key messages are accurate and consistent. This plan determines **what** central and supporting messages need to be drafted and sent. The central message will always be tied to student, staff, and community safety. The plan determines **when** information will be shared. District and building communications are aligned, vetted, and shared consistently to avoid confusion and anxiety. The plan finally determines methods for providing new information, housing archived

information (central website location with clear links recommended), and reaching special populations (Language and Accessibility).

We will provide support for our families by including contact information and clear expectations for the routing of student and parent questions and concerns. This contact information will be posted as part of all COVID-19 related information. An expectation for a quick turnaround time as it relates to communication will be established and maintained.

### **Professional Learning:**

The school will provide ongoing professional development to staff virtually.

Training opportunities will include:

- Best practices for engaging students in remote learning
- Analyzing and responding to data
- Strategies for gap closing
- Restorative supports for teachers and learning around equity and implicit bias, culturally responsive education
- Trauma-informed practices
- Collaboration through professional learning communities (PLCs)
- Training specific to newly adopted curriculum, technology, and resources (including online platforms)

Growth and development of our staff is a priority and we encourage our educators to take advantage of other professional development opportunities by continually updating and sharing available options within our [Professional Development Toolkit](#).

### **Monitoring:**

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

### **Equal Access:**

The Academy will strive in good faith and to the extent practicable, based on available resources, technology, curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities consistent with their individualized education plans, including the provision of auxiliary services.

- Review 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. Plans must include 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. Consider students’ needs around accessibility and provide assistive technologies, where possible.
- Develop a continuation of services plan for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

### Phase 1, 2, or 3 Operations

- All protocols included on pages 19-20 of the Roadmap are **“Strongly Recommended.”** Using these protocols as a guide, describe how the Academy will manage operations and technology.
- Specifically highlight the level of access to digital devices your students and families have, how you know this information, and how you will ensure equitable access to learning, as needed, through the use of technology.
- Describe the specific ways staff will be redeployed to meet the needs of the Plan.
- Specifically identify which protocols on pages 19-20 that are identified as **“Strongly Recommended”** that the Academy will not implement.

### Academy Narrative:

There is a large percentage of our population that were unable or unwilling to post assignments online. Some families allowed students to be a part of calls and sessions but the submission of assignments remained a monumental challenge after continued modeling/training from the teachers, paras and videos sent by email/Class Dojo. In contrast, some families used their cell phones, personal hotspots and visited relatives’ homes in order to access the internet which was encouraging.

A technology team will be devised of a paraprofessional, instructional coach and two lead teachers who will assist with policies, procedures, family communications, staff concerns and professional learning/development (staff and families). As in phase 1, 2 and 3, the teachers will survey the parents to decipher which families are in need of technology (laptop or hotspots). The team will meet with administration to investigate and secure resources so families will have the essential items needed to complete necessary tasks and achieve academically. Families will need to sign a contract with the office staff to agree to certain terms and agreements. Families will also receive the electronic wipes that the staff are expected to use after every student and adult session (usage). TLG personnel/tech department also assists with inventory of items and protocols for procurement and depreciation of items. Contact information for this team will be published on Joyprep.org, Class Dojo, Bright Arrow, email blasts from PowerSchool, Instagram and Facebook. Families will be asked to meet at JPA in a designated sanitized area to drop off and pick up equipment. If the budget allows, chromebooks will be purchased based on need and recommendations from the staff as well. JPA will collaborate with community organizations to obtain free devices.

As we learned from the end of the year, the obtainment of a device doesn't equate to participation on our virtual platforms. Many of the families who were assisted by staff to pick up technology and have connectivity to the internet were not present on Zoom calls, support hours, community circles and completed/turned in little to no work. Our team will make sure the students can submit assignments and be evaluated accordingly. Families with little to no technology will be offering weekly packets.

### **Facilities:**

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Continue to maintain schools in good working order to prepare for the subsequent return of students.
- Execute school cleaning and disinfection protocols according to the CDC School Decision Tree.
- Custodial staff are recommended to wear surgical masks when performing cleaning duties.
- ISDs and schools should create a contingency plan to coordinate the use of school buildings for essential actions including elections, food distribution, and child care, particularly for essential workers.
- Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
  - Advocate for ISDs to coordinate with LEMPs.

### **Technology:**

- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- Designate a single point of contact in each school to plan and communicate with district technology teams.

- Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.
- Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
- Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology and serve as a “help desk.” Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures should include:
  - Safely bagging devices collected at schools;
  - Sanitizing the devices prior to a repair or replacement evaluation;
  - Ordering accessories that may be needed over the summer; and
  - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- Identify an asset tracking tool.
- Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
- Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
- Develop a technology support plan for families.
- Continue to monitor device usage and compliance with online learning programs.
- Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.
- Ensure that students can submit assignments and be evaluated accordingly.
- Schedule ongoing staff training on platforms and tools.
- Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.
- Ensure every student has access to the appropriate technology and connectivity needed to continue learning.

### **Redeployment of Staff:**

If the need arises, and if it is possible, a staff member who is unable to complete their normal job responsibilities will be reassigned to other meaningful work. The School Leader, with possible assistance from Human Resources, will speak to the employee and determine the specific needs of both the employee and the school.

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

### Phase 4 Safety Protocols

- To the extent that the Academy will offer in-person instruction during Phase 4 of the Michigan Safe Start Plan, describe how the Academy will ensure compliance with the Personal Protective Equipment protocols identified as **“Required”** on page 22 of the Roadmap, including when and where staff and students are required to wear facial coverings. Identify exceptions to this requirement for staff and students who cannot medically tolerate a facial covering by using the strong recommendations on page 28 of the Roadmap, as well as describing how the Academy will address staff or students who do not comply with these requirements.
- To the extent that the Academy will offer in-person instruction during Phase 4 of the Michigan Safe Start Plan, describe how the Academy will ensure compliance with the Hygiene protocols identified as **“Required”** on page 22 of the Roadmap, including adequate supplies of soap, hand sanitizer, paper towels, tissues, signs and the teaching/reinforcing of hygienic behaviors.
- Describe the COVID-19 screening and reporting protocols for students and staff, including the reporting of any positive cases to the local public health authority.
- While schools are not required to implement the protocols on pages 23-24 with respect to Spacing, Movement and Access, if the Academy decides to offer in-person instruction, describe which, if any, practices the Academy will implement.
- Describe the Academy’s plans to ensure compliance with Food Service, Gathering, and Extracurricular Activities protocols identified as **“Required”** on page 26.
- Describe the Academy’s plans to ensure compliance with Athletic and Cleaning protocols identified as **“Required”** on page 27.
- Describe how the Academy will comply with each of the Transportation protocols identified as **“Required”** protocols on page 28.
- Specifically identify which protocols on pages 22-28 that are identified as **“Strongly Recommended”** that the Academy will not implement.

### Academy Narrative:

Each of Joy’s room has a hand sanitizer machine, tissue, cloth masks, disposable masks, electronic wipes, screen spray and individual supplies (non-sharable) for staff and student. Each staff member is required to complete a Health Questionnaire prior to entry. JPA’s custodial and maintenance staff works well with Allied and Home Depot and other vendors that ship us monthly supplies and physically check in with them to ensure all orders are filled in a timely manner. The school leader has allocated the necessary funds from CARES and general funds to allow for sanitizing and cleaning while providing immediate action to any projects needed to address any COVID-19 related issues. Posters are placed throughout the school to remind everyone of social distancing, encouraging handwashing and critical information on COVID-19. Yellow tape (X) is on our floors to remind everyone to keep their distance upon entering and exiting. Students have a “chair pocket” that consist of their own supplies/materials to have a successful school day such as hand sanitizer, pencil sharpener, water bottle, erasers, highlighters,

and tissue. Students' temperatures are also taken with a touchless thermometer by the teacher and paraprofessional. They are also protected by plexi glass shields that are cleaned twice a day by teaching and custodial staff. Students and staff are reminded to schedule 2-3 handwashing breaks throughout the day on the PA system. Face shields and gloves were also purchased and will be used by Food Service during their work shift. We have also planned to contact all the vendors that enter our building to discuss their documented safety protocols. Those vendors include but not limited to Absopure, Terminix, Postal Service, FedEx, UPS, Amazon, Variety Food Service, etc. The administration team will meet with our Bus Transportation company to develop a "shared plan" to meet the requirements for Phase 4 and 5. A safety plan will exist that highlights the "act of boarding" and exiting along with the preferred seating to promote cleanliness and social distancing. JPA will supply each student with 3 cloth masks that were ordered with specific grades in mind; kid's sizes for Pre-k through 2, youth sizes for 3-5 and adult sizes for 5-8 and staff. If staff and students forget their masks, a disposable mask will be provided for them.

### **Hygiene Protocols:**

During Phase 4 of the Michigan Safe Start Plan, JPA will implement the following hygiene protocols:

- Clean and disinfect frequently touched surfaces, at least daily or between use as much as possible. Use of shared objects will be limited when possible, or cleaned between use.
- Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
- Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Systematically and frequently check and refill soap and hand sanitizers. Students and teachers will have scheduled handwashing with soap and water every 2-3 hours.
- Limit sharing of personal items and supplies such as writing utensils.
- Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
- Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
- Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.

### **Screening Protocols:**

JPA will follow the following COVID-19 screening protocols for students and staff, including the reporting of any positive cases to the local public health authority.

- Screening Protocol for Staff
  - All staff will complete a daily health screening survey prior to entering the school building and self-report to their supervisor. Answers to the health screening survey will be stored electronically. Anyone who has a temperature of 100.4 or higher, has any COVID-19 like symptoms, or had close contact with an individual who tested positive for COVID-19 or displays COVID-19 symptoms may not come to work. The employee must notify their supervisor of their situation.
- Screening Protocol for Students:
  - The Academy will identify and designate a quarantine area and a staff person to care for students who become ill at school.
  - Students who become ill with symptoms of COVID-19 will be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children will wear a surgical mask, *with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.*
  - Symptomatic students sent home from school will not be allowed to return to school until they have tested negative for COVID-19 or have completely recovered according to CDC guidelines.

### **Testing Protocols and Responding to Positive Cases:**

The COVID-19 screening and reporting protocols for students and staff, including the reporting of any positive cases to the local public health authority are outlined below.

- Testing Protocol for Staff:
  - If a staff member tests positive or is suspected of having Covid 19, they are to contact the School Leader. The School Leader will advise Human Resources and the local public health department. We will use our daily sign-in log for contact tracing.
- Testing Protocol for Students:
  - Students who develop a fever or become ill with COVID-19 symptoms at school will be required to wear a mask, if medically tolerable, and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.
  - Staff who develop a fever or become ill with COVID-19 symptoms at school will be required to wear a mask, if medically tolerable and be transported for off-site testing.
  - Symptomatic students and staff sent home from school will not be allowed back to school until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
  - The Academy will notify families of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.
  - In the event of a lab or clinically diagnosed case of COVID-19, the Academy will make immediate efforts to contact any close contacts (those who spent more than

15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home.

### **Responding to Positive Tests:**

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

If a staff member tests positive or is suspected of having Covid 19, they are to contact the School Leader. The School Leader will advise Human Resources and the local public health department. We will use our daily sign-in log for contact tracing.

JPA will notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. The Academy will provide staff with guidance on confidentiality laws and statutes that protect student and staff health information.

### **Spacing, Movement and Access:**

The Academy will implement the protocols outlined below with respect to Spacing, Movement and Access, for in-person instruction.

- Space desks six feet apart in classrooms or partitioned with plexi glass. Class sizes should be kept to the level afforded by necessary spacing requirements.
- In classrooms where large tables are utilized, space students as far apart as feasible.
- As feasible, arrange all desks facing the same direction toward the front of the classroom.  
α Teachers should maintain six feet of spacing between themselves and students as much as possible.
- Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
- Post signage to indicate proper social distancing.
- Floor tape or other markers should be used at six foot intervals where line formation is anticipated.
- Provide social distancing floor/seating markings in waiting and reception areas. Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.

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

JPA plans to ensure compliance with Food Service, Gathering, and Extracurricular Activities protocols will be identified in this section. All indoor assemblies that bring together students from more than one classroom are prohibited.

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

- All protocols included on page 29 of the Roadmap are “**Strongly Recommended.**” Using these protocols as a guide, describe how the Academy will provide mental and social-emotional health services for students.
- Specifically identify which protocols on page 29 of the Roadmap, all of which are identified as “**Strongly Recommended**” that the Academy will not implement.

#### **Academy Narrative:**

As mentioned in the earlier section for Phase 1, 2 and 3, JPA will provide mental and social-emotional health services for students. We will administer a mental health screener, digitally for

all students by a trained professional. The screener will be compliant with HIPAA and FERPA policies. Screening instructions will be offered verbally to younger students on site and virtually. Confidentiality will be adhered to and the academy will follow mandated reporting guidelines.

[Mandated Reporter Resource Guide](#)

- [\*Elementary Screener \(CPSS\)\*](#)
- [\*How to administer and score CPSS\*](#)
- [\*Middle or High School Screener\*](#)
- [\*Middle or High School Mental Health Screener\*](#)
- [\*Student Questionnaire \(K-12 possibly\)\*](#)

The academy will establish and communicate guidelines to all staff regarding identification and rapid referrals of “at risk” students to the building-level support teams (Wellness and Response Team).

- [\*Whole School, Whole Community, Whole Child \(WSCC\)\*](#)
  - If you suspect a student has experienced grief, loss, and/or trauma during Covid-19 please use the referral form below to communicate with the mental health provider and Wellness Response Team
  - If a student or parent informs you that they would like to speak/ or have their child speak with the mental health provider please use the referral below
- [\*Mental Health Support Guidelines\*](#)
- [\*Wellness and Response Team Referral Form\*](#)

The academy will Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.

The school social worker/counselor will provide ongoing trauma training as well as grief and loss training prior to and throughout the school year. In addition to webinars to assist with identifying and supporting our students during this pandemic.

- [\*Daily SEL lessons\*](#)
- [\*Talking to Elementary and Middle School Students about Covid-19 Webinar\*](#)
- [\*Trauma Sensitive Schools Professional Development\*](#)
- [\*Grief Training for Staff\*](#)
- [\*Helping Children Cope with Changes Resulting from Covid-19\*](#)
- [\*CDC Information and Guidance\*](#)

In order to support our students' academic success as well as social-emotional health we must ensure that "we" are taking care of ourselves. Below are resources that the academy can use to assist with supporting teachers "self-care" and resiliency to prevent burnout.

The academy will encourage its staff to speak with a mental health professional if they are experiencing burnout, please speak with your school leader regarding additional resources

- [\*Mindful Teachers Self- Care Resources\*](#)
- [\*TED Talks Importance of Self Care Playlist\*](#)
- [\*A Daily Dose of Self- Care, Gratitude, and Kindness Blog\*](#)
- [\*Headspace for Educators Blog\*](#)
- [\*Skovholt Practitioner Professional Resiliency Self- Care Inventory\*](#)
- [\*Professional Quality of Life Scale\*](#)

The Leona Group's Employee Assistance Program, Ability Assist, offered through The Hartford, offers counseling for everything from everyday issues like job pressures, relationships and retirement planning to highly impactful issues like grief, loss or disability.

You can call them at anytime: 1-800-96-HELPS (1-800-964-3577)

#### Identify gaps in resources

The individual needs and concerns of school professionals should be addressed with accommodations made as needed (eg, for a classroom educator who is pregnant, has a medical condition that confers a higher risk of serious illness with COVID-19, resides with a family member who is at higher risk, or has a mental health condition that compromises the ability to cope with the additional stress). Although schools should be prepared to be agile to meet evolving needs and respond to increasing knowledge related to the pandemic and may need to institute partial or complete closures when the public health need requires, they should recognize that staff, students, and families will benefit from sufficient time to understand and adjust to changes in routine and practices. During a crisis, people benefit from clear and regular communication from a trusted source of information and the opportunity to dialogue about concerns and needs and feel they are able to contribute in some way to the decision-making process. Change is more difficult in the context of crisis and when predictability is already severely compromised.

#### School Leaders

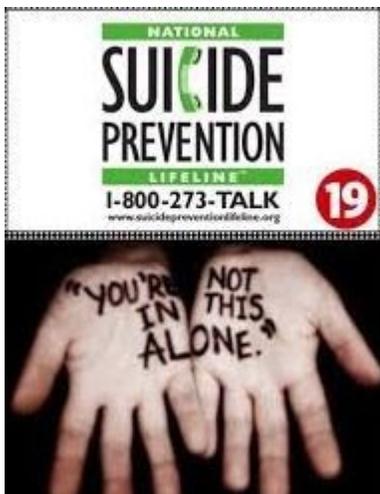
- Determine and share what resources are available in your community for staff self-care including resiliency strategies. ([As an example: Eaton RESA.](#))
- Identify gaps in resources

- *The mental health provider is encouraged to do a monthly “check in” assessment by the mental health provider (virtually) to engage and assess staff’s physical and mental health status. Ex. attending to staff well-being*
  - This document (check in) can be created using google survey, survey monkey, etc.
  - In addition monthly resources should be distributed to ensure accessibility to “self-care” techniques and strategies.
- Staff well-being
  - Educators and caregivers play a critical role in helping their students self-regulate and cope with stress, often ignoring their own needs in the process. This is especially true in times of crisis and uncertainty. To do this effectively, educators and caregivers need to care for themselves and manage their own stress load first.
    - Consider adapting Evansville Vanderburgh School Corporation: Building a caregiver self-regulation plan found here.
  - Create opportunities for movement and breathing at staff meetings to model and emphasize healthy coping techniques
  - Ensure that educators know where and how to receive extra support for their own mental wellness (counseling through the EAP program, community mental health partnership, etc.)
  - Consider the integration of IDOE’s Science of Happiness into planned professional learning communities.
    - Access the course on Moodle here.
    - Learn how to enroll by watching this webinar.
- New Pedagogies for Deep Learning
  - Cultivating Well-Being in Challenging Times with Dr. Jean Clinton

#### Mental Health Resources

Mental health concerns may surface or worsen during this crisis. Please use the linked resources if you notice behavioral changes in yourself, your student, or someone you care for.

- [Symptoms of Depression](#)
- [Traumatic News Can Trigger PTSD-Like Symptoms](#)
- [Anxiety: Hiding in Plain Sight?](#)



## National Suicide Prevention Lifeline

Chat from the website or call. From the website, "The National Suicide Prevention Lifeline is a national network of over 170 local crisis centers." You can call for the following reasons:

**1-800-273-8255**

**[suicidepreventionlifeline.org/](https://suicidepreventionlifeline.org/)**

- Suicidal thoughts
- Information on mental health/illness
- Substance abuse and/or addiction
- Help a friend or loved one
- Relationship problems
- Abuse/Violence
- Sexual orientation issues
- Physical illness
- Loneliness
- Family problems

### Additional Resources To Consider

- [Educator's Guide to Supporting the Social Emotional Needs of Students: COVID-19 Information](#)
- [Guidelines for Reopening Schools: An Opportunity to Transform Public Education](#)
- [Social Emotional Learning](#)
- [Mindfulness for Children](#)
- ***Leverage MDE resources for student and staff mental health and wellness support.***
- [MDE School Mental Health Resources](#)
- Michigan Department of Education and Michigan Assessment Consortium collaborate on a webinar that discusses how to leverage SEL resources.
  - [Leveraging the Science of SEL: How to support health and wellness during the COVID-19 Crisis](#)
- Michigan Virtual and the Michigan Department of Education: This partnership has created a series of free online courses that inform educators on best practices in social emotional learning:
  - [Introduction to SEL](#)
  - [Integrating SEL Into Culturally Responsive Classrooms](#)
  - [Embedding SEL Schoolwide](#)
  - [Creating a Professional Culture Based on SEL](#)
  - [Trauma-Informed Support](#)
  - [TED Talks Importance of Self-care Playlist](#)
  - [Daily Dose of Kindness Self-care blog](#)
  - [Skovholt Practitioner Professional Resiliency and Self-Care Inventory](#)
    - A simple tool to guide professionals in the helping professions such as teaching and counseling self-reflect around four subscales: Professional Vitality, Personal Vitality, Professional Stress, and Personal Stress
  - [Cultivating Well-Being in Challenging Times](#) with Dr. Jean Clinton

- New Pedagogies for Deep Learning: Dr Jean Clinton, NPDL Special Advisor, shares her wisdom and thoughts about well-being, learning and life through this YouTube playlist

#### Phase 4 Instruction

- All protocols included on pages 30-32 of the Roadmap are **“Strongly Recommended.”**
- Outline the Academy’s plan to deliver instruction during Phase 4 of the Michigan Safe Start Plan. Begin by specifying the options available to students and families. Consider describing the results of surveys or other methods to solicit feedback from families as a basis for developing these options. Include whether the Academy will offer in-person instruction, remote learning options, hybrid approaches, and/or rotating in-person schedules.
- When a district provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education plans. If the Academy will use any form of remote or hybrid learning models during Phase 4 of the Michigan Safe Start Plan, describe the Academy’s plans to ensure students with disabilities receive equitable services and in compliance with their individualized education programs, including the provision of auxiliary services.
- Using the protocols outlined on pages 30-32 as a guide, and incorporating other best practices, address each of the following sub-sections: Governance; Instruction;

Communications and Family Supports; and Professional Learning. As all of the protocols in this section are identified as “**Strongly Recommended,**” list any that the Academy will not implement.

### **Academy Narrative:**

As we welcome our students back into a safe learning environment, we are keenly aware of the obstacle we face instructionally with staff, parents and students. Our concentrated efforts will be on in-person however, but we recognize the need and desire for virtual learning. Tier I and MTSS are JPA’s critical areas to address this average “6-month loss” that our students battle with. As a Partnership school we will use our agreement along with our School Improvement Plan to guide our efforts and evaluate the intended and expected outcomes. General and Special Education Teachers, Interventionists and Paraprofessionals will use DRA, NWEA, IXL, StudyIsland and Raz-Kids to guide their intentional instruction when using the Sequence of Instruction. All IEP students (Speech and Occupational included) will receive their service hours in-person or remotely using the same platforms as general education students. In-person instruction will be monitored by instructional coaches, TLG-Academic Team, FSU and school leader. Joy is also monitored by WRESA and MDE due to our Partnership status who offer valuable resources. Families will be communicated with weekly on any changes or expectations (academically and behaviorally) via email or hard copies. Parent and Community will be held virtually to facilitate reciprocal communication, follow-up and feedback. Training all groups on the software we use remotely is key element regarding the level of success or failure of remote instruction/learning.

### Governance:

Create a district Return to Instruction and Learning working group, potentially led by the School Leader, Instructional Coach or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:

- Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
- Revise the district’s remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
- Share the district’s remote learning plan with all involved stakeholders in case of a return to remote learning.

### Instruction:

- Activate hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.
- 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.
- Set an instructional vision that ensures that:
  - Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
  - Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using 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.
- Secure supports for students who are transitioning to postsecondary.
- Support schools to implement grade-level curricula that is aligned to Michigan preK-12 standards.
  - Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
- Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
- Remain connected with MDE about policies and guidance.

**Communications and Family Supports:**

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

**Professional Learning:**

The school will provide professional development to staff before reopening.

- Training opportunities will include:
- Professional Learning Communities focused on:
    - Curriculum Planning
    - Differentiated Instruction to meet needs of students
    - Analyzing and responding to data
    - Strategies for gap closing
  - Restorative supports for teachers and learning around equity and implicit bias, culturally responsive education
  - Trauma-informed practices
  - Training specific to newly adopted curriculum, technology, and resources (including online platforms)
  - Provide adequate time for schools and educators to engage in:
    - Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed;
    - Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed.
    - Share data and concerns about each student’s growth and needs with students’ assigned teacher(s) for the 2020-2021 school year;
    - Identify students who potentially need additional support;
    - Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.
  - Create a plan for professional learning and training, with goals to:
    - Offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education;
    - Train school leaders and teachers thoroughly in the chosen digital systems and tools and their use;
    - Build school leaders’ and teachers’ capacity to design and develop blended and remote learning experiences that are equitable and engaging.

**Instruction**

- Ensure that every student:
  - Has access to standards-aligned, grade level instruction, including strategies to accelerate student learning;
  - Is assessed to determine student readiness to engage in grade-level content;
  - Is offered scaffolds and supports to meet their diverse academic and social emotional needs.
- Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
- Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students’ needs.

- Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
- Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.
- Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.
- If hybrid, activate plans to monitor and assess the following:
  - 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 on a daily basis.
  - 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.

***Equitable Services:*** *(When a district provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education plans. If the Academy will use any form of remote or hybrid learning models during Phase 4 of the Michigan Safe Start Plan, describe the Academy's plans to ensure students with disabilities receive equitable services and in compliance with their individualized education programs, including the provision of auxiliary services.)*

- 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.
- Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.
- Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.

## Phase 4 Operations

- All protocols included on pages 33-36 of the Roadmap are “**Strongly Recommended.**” Using these protocols as a guide, describe how the Academy will effectively manage each of the following: Facilities; Budget, Food Service, Enrollment and Staff; Technology; and Transportation.
- Specifically highlight the level of access to digital devices the Academy’s students and their families have, how the Academy has collected this information, and how the Academy will ensure equitable access to learning, as needed, through the use of technology.
- Address operational plans in the event that the Academy is required to close for in-person instruction, including the deployment of digital learning devices and transitioning to a fully remote learning environment.
- Specifically identify which protocols on pages 33-36 of the Roadmap, all of which are identified as “**Strongly Recommended**” that the Academy will not implement.

### Academy Narrative:

JPA will work our TLG tech team to create a reasonable plan for technology to explore all options for data collection, computer usage and other best practices related to technology for students and staff.

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

- Coordinate with [Local Emergency Management Programs](#) (LEMP) for support with procurement of cleaning and disinfection supplies.
- Advocate for ISDs to coordinate with LEMPs.
  - α Audit any additional facilities that the district may have access to that could be used for learning.
  - α Provide school-level [guidance for cleaning and disinfecting all core assets](#) including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.
- Alert school-based custodial and infection control staff of any changes in recommended [cleaning guidelines](#) issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.
- Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- Encourage schools to provide advanced training for custodial staff.
  - α Custodial staff should continue deep cleaning over the summer.
- Audit all school buildings with a focus on:
  - How many classrooms are available;
  - The size of each classroom;
  - Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
  - The ventilation in each classroom.
- Audit school security protocols to decide if any process changes need to be implemented.
- School security staff should follow CDC protocols if interacting with the general public.
- Maintain facilities for in-person school operations.
  - Check HVAC systems at each building to ensure that they are running efficiently.
    - α Air filters should be changed regularly.
  - Custodial staff should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
  - Signage about frequent [handwashing](#), [cough etiquette](#), and [nose blowing](#) should be widely posted, disseminated, and encouraged through various methods of communication.
  - Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- School leaders should conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low income students, and students with special needs.
- Procure level-1 surgical masks for cleaning and janitorial staff.
- Activate school cleaning and disinfection protocols according to the [CDC School Decision Tree](#). Custodial staff should wear surgical masks when performing cleaning duties.
- Maintain facilities for resumption of school operations.
- Support schools in assessing student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).
- Support schools in conducting staff and student outreach to understand who is coming back.
  - For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.

- Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).
  - For students, this should include those with preexisting conditions who may need a remote learning environment.
  - Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
  - Work with relevant local bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
  - Recruit, interview and hire new staff. a Consider redeploying underutilized staff to serve core needs. a Where possible, and in partnership with local bargaining units, identify and modify staff positions, that would enable high-risk staff to provide remote services.
  - Communicate any student enrollment or attendance policy changes with school staff and families.
  - Provide guidance to school leaders for [recruiting, interviewing, and hiring staff remotely](#). a Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
  - Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs. a Inventory how many substitute teachers are available.
  - Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
  - Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.
  - Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
  - Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars. MI Safe Start | Phases 4 Operations 35 Governor Gretchen Whitmer MI Return
  - Work with school leaders to orient new school staff to any operational changes.
  - Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
  - Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.
- 
- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
  - Designate a single point of contact in each school to plan and communicate with district technology teams.
  - Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.

- Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
  - Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
  - Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology. (For example, the existing parent organization may be able to fulfill this role).
  - Develop district-wide procedures for return and inventory of district owned devices as part of a return to school technology plan. The procedures should include:
    - Safely bagging devices collected at schools;
    - [Sanitizing the devices](#) prior to a repair or replacement evaluation;
    - Ordering accessories that may be needed over the summer
    - Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.
  - Identify an asset tracking tool.
  - Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
  - Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
  - Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
  - Develop a technology support plan for families.
  - Deploy digital learning devices and move to virtual learning.
  - Communicate consistent procedures for return and inventory of school owned devices as part of a return to school technology plan. The procedures should include:
    - Safely bagging devices collected at schools;
    - Transporting them to a central location;
    - [Sanitizing the devices](#) prior to a repair or replacement evaluation; and
    - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
  - Ensure that school and community access points and wired network devices are functional.
- Strongly Recommended When Schools Reopen for In-Person Instruction**
- Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.
  - Compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.
  - Review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district.
  - Continue infrastructure evaluations until all issues are resolved.
  - Identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.

**Transportation Protocols:**

- Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as:
  - How many buses are or could be made available in the district?

- How much variation is there in the size and maximum capacity of buses in the district?
- How have the buses been currently or historically used (i.e., transportation to/from school, transportation for multiple schools, athletic events, food service delivery)?
- How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers?
- Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).
- Inventory bus drivers to understand the extent of high-risk populations.
- Finalize bus procedures for bus drivers and students that are informed by public health protocols.
- Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.
- Utilize buses to provide food service and delivery of instructional materials where possible.

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

### **Phase 5 Safety Protocols**

- All of the protocols listed on pages 38-44 of the Roadmap are listed as either “**Strongly Recommended**” or “**Recommended.**” Using these protocols as a guide, and incorporating other best practices, describe the Academy’s plans during Phase 5 of the Michigan Safe Start Plan for each of the following areas: Personal Protective Equipment; Hygiene; Spacing, Movement and Access; Screening Students, Staff, and Guests; Testing Protocols for Students and Staff and Responding to Positive Cases; and Responding to Positive Tests Among Staff and Students; Food Service, Gatherings, and Extracurricular Activities; Athletics; Cleaning; Busing and Student Transportation; and Medically Vulnerable Students and Staff.
- Highlight specific examples of how the Academy’s Plan for Operating during Phase 5 of the Michigan Safe Start Plan is different from its Plan for Operating during Phase 4 of the Michigan Safe Start Plan.
- Specifically identify which protocols on pages 38-44 that are identified as “**Strongly Recommended**” that the Academy will not implement.

### **Academy Narrative:**

The Roadmap states that requirements can be lessen and “loosen” with minimal required safety protocols. We will continue with daily breaks for handwashing (2-3 times daily). The awareness of social distancing and preparation for decreasing the transmission of COVID-19 will still in place and measures implemented in Phase 5 will be audited and evaluated by the team. *Many Required items have been moved to Strongly Recommended and Strongly Recommended items have been shifted to Recommended.*

### **Personal Protective Equipment Protocols:**

- Facial coverings should always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering should not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, should not wear a facial covering.
  - PreK-5 and special education teachers should consider wearing clear masks.
  - Homemade facial coverings should be washed daily.
  - Disposable facial coverings should be disposed of at the end of each day.
- Facial coverings should always be worn in hallways and common areas by preK-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering should not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, should not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. If social distancing and cohorting is practiced and enforced, facial coverings for students in grades preK-5 are encouraged but not required.

- Homemade facial coverings should be washed daily.
- Disposable facing coverings should be disposed of at the end of each day.

### **Hygiene Protocols**

- Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
- Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- Educate staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Students should wash their hands or use hand sanitizer after changing any classroom; teachers in the classroom should wash their hands or use sanitizer every time a new group of students enters their room.

### **Screening Protocols for Students and Staff:**

- Every school should identify and designate a quarantine area and a staff person to care for children who become ill at school.
- Students who become ill with symptoms of COVID-19 at school should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
- Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
- Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.
- Students who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and be transported by their parent/guardian, emergency contact, or ambulance, if clinically unstable, for off-site testing.
- Staff who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and should be transported for off-site testing.
- Parents and guardians should be notified of the presence of any laboratory positive or clinically diagnosed cases in the classroom and/or school to encourage closer observation for any symptoms at home.
- Symptomatic students and staff sent home from school should be kept home until they have tested negative or have been released from isolation according to CDC guidelines.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes within six feet to the student or staff member) so that they can be quarantined at home. Classmates should be closely monitored for any symptoms. At this time, empiric testing of all students in the class is not recommended. Only those that develop symptoms require testing.

- Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
  - The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure. Local health officials, depending on situation, may identify other contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.
  - Note: schools should provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).
- Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.

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

- Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
- Students, teachers, and cafeteria staff wash hands before and after every meal.
- All gatherings, including those that occur outdoors (e.g., graduations) should comply with current and future executive orders that set caps on congregations of people.
- If field trips occur, they should comply with transportation guidelines within this document, including mandatory facial covering.

#### **Athletic and ExtraCurricular Activities Protocols:**

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

#### **Cleaning Protocols:**

- Frequently touched surfaces including lights, doors, benches, and bathrooms should undergo cleaning at least every four hours with either an EPA approved disinfectant or diluted bleach solution.

- Libraries, computer labs, arts, and other hands-on classrooms should undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution. Efforts must be made to minimize sharing of materials between students, as able.
- Student desks should be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures should continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.
- Athletic equipment can be cleaned with either an EPA-approved disinfectant or diluted bleach solution before and after each use.
- Ensure safe and correct use and storage of cleaning and disinfection products, including
- storing products securely away from children, and with adequate ventilation when staff use such products.

### **Transportation Protocols:**

- Strongly encourage the use of hand sanitizer before entering the bus. Hand sanitizer should be supplied on the bus.
- The bus driver, staff, and all students in grades preK-12, if medically feasible, should wear facial coverings while on the bus.
- Clean and disinfect transportation vehicles regularly. Children should not be present when a vehicle is being cleaned.
- Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- Clean, sanitize, and disinfect equipment including items such as car seats and seat belts, wheelchairs, walkers, and adaptive equipment being transported to schools.
- Create a plan for getting students home safely if they are not allowed to board the vehicle. If a student becomes sick during the day, they should not use group transportation to return home and should follow protocols outlined above.
- If a driver becomes sick during the day, they should follow protocols for sick staff outlined above and should not return to drive students.

### **Medically Vulnerable Students and Staff Protocols:**

If the need arises, and if it is possible, a staff member who is unable to complete their normal job responsibilities will be reassigned to other meaningful work remotely. The School Leader, along with Human Resources, will begin the interactive process to make proper determinations about possible reassignment.

Employees should contact their school leader or human resources to begin the interactive process to determine what, if any, assignment changes can be made.

Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and updating their care plans as needed to decrease their risk for exposure to COVID-19.

- Create a process for students/families and staff to self-identify as high risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.

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

- All protocols included on page 45 of the Roadmap are identified as “**Recommended.**” Using these protocols as a guide, describe to what extent the Academy will provide ongoing mental and social-emotional health services for students.

#### **Academy Narrative:**

This section’s narrative is very similar to, if not the same to narrative of Phase 4. All protocols included on page 45 of the Roadmap are identified as “Recommended”. JPA will continue with

the documented plan for mental and social-emotional health services for students as outlined in Phase 4.

### **Phase 5 Instruction**

- All of the protocols included on pages 46-48 of the Roadmap are identified as **“Recommended.”** Outline the Academy’s plan to deliver instruction during Phase 5 of the Michigan Safe Start Plan and how that plan is different during Phase 4 of the Michigan Safe Start Plan.
- Using the protocols outlined on pages 46-48 as a guide, and incorporating other best practices, address each of the following sub-sections: Governance; Instruction; Communications and Family Supports; and Professional Learning, with particular emphasis on any differences from the Academy’s plans during Phase 4 of the Michigan Safe Start Plan.

### **Academy Narrative:**

The narrative mirrors that of Phase 4 Instruction. JPA will continue the expectations of Phase 4 and Phase 5 guidance.

### **Governance Protocols:**

Create a district Return to Instruction and Learning working group, potentially led by the School Leader, Instructional Coach or the equivalent, and composed of a broad group of stakeholders on the district and school level, to:

- Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.
- Revise the district's remote learning plan to incorporate feedback and input from stakeholders to improve its effectiveness.
- Share the district's remote learning plan with all involved stakeholders in case of a return to remote learning.

### **Instruction Protocols:**

#### **BEFORE Reopening Instruction**

- Set an instructional vision that ensures that:
  - Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
  - Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using 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.
- Support schools to implement grade-level curricula that are aligned to Michigan preK-12 standards.
  - Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
- 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.
- Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
- Remain connected with MDE about policies and guidance.

- Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.
- Secure supports for students who are transitioning to postsecondary.

### **WHEN Reopening Instruction**

- Ensure that every student:
  - Has access to standards-aligned, grade level instruction, including strategies to accelerate student learning;
  - Is assessed to determine student readiness to engage in grade-level content;
  - Is offered scaffolds and supports to meet their diverse academic and social emotional needs.
- Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
- Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.
- Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
- Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
- Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.
- Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.

### **Communication & Family Support Protocols:**

- 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;
  - 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.
- Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with:
  - Training about how to access and use the school's chosen digital systems and tools;
  - Opportunities to build their digital literacy;
  - Strategies to support their child's learning at home.

### **Professional Learning Protocols:**

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

### **Phase 5 Operations**

- All protocols included on pages 49-52 of the Roadmap are **“Recommended.”** Using these protocols as a guide, describe how the Academy will manage each of the following sub-sections: Facilities; Budget, Food Service, Enrollment and Staff; Technology; and Transportation, with particular emphasis on any differences from the Academy’s plans during Phase 4 of the Michigan Safe Start Plan.

### **Facilities Protocols:**

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.
- Advocate for ISDs to coordinate with LEMPs. a Audit any additional facilities that the district may have access to that could be used for learning. a Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces should be cleaned several times a day.

- Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies.
- Encourage schools to convene custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- Encourage schools to provide advanced training for custodial staff. a Custodial staff should continue deep cleaning over the summer.
- Audit all school buildings with a focus on:
  - How many classrooms are available;
  - The size of each classroom;
  - Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
  - The ventilation in each classroom.
- Audit school security protocols to decide if any process changes need to be implemented.
- School security staff should follow CDC protocols if interacting with the general public.
- Maintain facilities for in-person school operations.
  - Check HVAC systems at each building to ensure that they are running efficiently. a Air filters should be changed regularly.
  - Custodial staff should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
  - Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.
  - Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- School leaders should conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- Procure level-1 facial coverings, including those with a transparent front, for preK-5 teachers, low income students, and students with special needs.
- Procure level-1 surgical masks for cleaning and janitorial staff.
- Activate school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff should wear surgical masks when performing cleaning duties.
- Maintain facilities for resumption of school operations.

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

- Classrooms or outdoor areas should be used for students to eat meals at school, if distancing MI Safe Start | Phase 4 guidelines cannot be met.
- If cafeterias must be used, meal times should be staggered to create seating arrangements with six feet of distance between students.
  - Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
  - Students, teachers, and food service staff should wash hands before and after every meal.

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

### **Technology Protocols:**

- Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
- Designate a single point of contact in each school to plan and communicate with district technology teams.
- Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.
- Identify a device and/or general technology support lead for each school. Consider elevating that position to a more formal role and providing additional support potentially with parent volunteers.
- Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.
- Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology and serve as a “help desk.” Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures should include:
  - Safely bagging devices collected at schools;
  - Sanitizing the devices prior to a repair or replacement evaluation;
  - Ordering accessories that may be needed over the summer; and
  - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- Identify an asset tracking tool.
- Identify a vendor to assist with processing, returning, and maintaining devices, if needed.
- Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.
- Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.
- Develop a technology support plan for families.

- Continue to monitor device usage and compliance with online learning programs.
- Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.
- Ensure that students can submit assignments and be evaluated accordingly.
- Schedule ongoing staff training on platforms and tools.
- Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.
- Ensure every student has access to the appropriate technology and connectivity needed to continue learning.

### **Transportation Protocols:**

- Strongly encourage the use of hand sanitizer before entering the bus. Hand sanitizer should be supplied on the bus.
- The bus driver, staff, and all students in grades preK-12, if medically feasible, should wear facial coverings while on the bus.
- Clean and disinfect transportation vehicles regularly. Children should not be present when a vehicle is being cleaned.
- Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- Clean, sanitize, and disinfect equipment including items such as car seats and seat belts, wheelchairs, walkers, and adaptive equipment being transported to schools.
- Create a plan for getting students home safely if they are not allowed to board the vehicle. a If a student becomes sick during the day, they should not use group transportation to return home and should follow protocols outlined above.
- If a driver becomes sick during the day, they should follow protocols for sick staff outlined above and should not return to drive students.

[Exhibit 2: COVID-19 Preparedness Plan Contract Amendment]

**COVID-19 PREPAREDNESS PLAN CONTRACT AMENDMENT**

**BETWEEN**

**Ferris State University**  
**(AUTHORIZING BODY)**

**AND**

**Joy Preparatory Academy**  
**(PUBLIC SCHOOL ACADEMY)**

**AUGUST 17, 2020**

**COVID-19 PREPAREDNESS PLAN CONTRACT AMENDMENT**

**Joy Preparatory Academy**

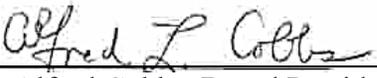
In accordance with Article IX of the Terms and Conditions, incorporated as part of the Contract to Charter a Public School Academy and Related Documents, issued by **Ferris State University** (“University Board”) and **Joy Preparatory Academy** (“Academy”) on July 1, 2018 (“Contract”), the parties agree to amend the Contract as follows:

1. The attached Preparedness Plan, approved by the Academy Board, is incorporated into the Contract.
2. Any updates to the Preparedness Plan, approved by the Academy Board, shall be added to this Contract amendment upon receipt by the [Charter Schools Office].
3. This Contract amendment shall remain in effect until the earlier of (i) the end of the 2020-2021 school fiscal year or (ii) the rescission of Executive Order 2020-142, including any successor executive order authorizing a Preparedness Plan.

This Contract amendment is hereby approved by the [University] Board and the Academy through their authorized designees and shall have an effective date of August 17, 2020.

\_\_\_\_\_  
By:  
Ferris State University  
Designee of the University Board

Dated: August 17, 2020

  
\_\_\_\_\_  
By: Alfred Cobbs, Board President  
Joy Preparatory Academy  
Designee of the Academy Board

Dated: August 17, 2020