



Detroit Public Safety Academy COVID-19 Preparedness and Response Plan

Name of School: Detroit Public Safety Academy

Address of School District: Detroit Public Safety Academy

District Code Number: 82704

Building Code Number(s): 02015

District Contact Person: Anthony Hubbard

District Contact Person Email Address: anthony.hubbard@leonagroup.com

Local Public Health Department: Wayne County Health Department

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

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Eastern Michigan University

Date of Adoption by Board of Directors: **8/4/2020**



Preparedness Plan Assurances

- The Academy will cooperate with local public health authorities if a confirmed case of COVID-19 is identified and, in particular will collect the contact information for any close contacts of the affected individual from two days before he or she shows symptoms to the time when he or she was last present at the Academy.
- The Academy acknowledges that it is subject to the rules governing workplace safety established in section 1 of Executive Order 2020-114 or any successor order, and has adopted a Workplace Preparedness Plan. [A copy of this plan is attached.](#)
- The Academy will be or is closed to in-person instruction when the region in which it is located is in Michigan Safe Start Plan **Phase 1, 2, or 3**.
- The Academy assures that during **Phase 1, 2, or 3** of the Michigan Safe Start Plan it will close its buildings to anyone except: (a) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employees or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions. (b) Food-service workers preparing food for distribution to students or their families. (c) Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.
- The Academy assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will suspend athletics, after-school activities, inter-school activities, and busing.
- 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 assures that when schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students



with disabilities from birth through age 26. This assurance includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.

- The Academy assures that it shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.
- The Academy assures that when it 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 programs (IEPs).
- During all phases of the *Michigan Safe Start Plan* 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**.
- The Academy assures that in **Phases 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continuation of food distribution to eligible students.



President of the Board of Directors

8/3/2020
Date



Preparedness Plan Introduction

School Community Introduction of Efforts to Date

All students enrolled in Detroit Public Safety Academy receive a school email address. Upon learning of school closure, information was posted on the school website and sent to student homes about how to log into their accounts or to reset their passwords. Students were provided with Google Classroom codes for each of their courses and assignments were posted by the following Monday. Students who did not have technology were able to sign out Chromebooks from the school on designated days after the Stay-At-Home order was lifted. Special education students were given their work weekly via paper packets mailed home to them. Teachers had weekly office hours via Google Meet as well as recorded direct instruction that was posted weekly on Google Classroom. Teachers were assigned a group of students to call bi-weekly and grade-level Google Meet get-togethers occurred during the alternative weeks for students and teachers to see each other in a non-academic setting.

School Mission, Vision and Core Values

Mission Statement

Detroit Public Safety Academy, in partnership with our community, will provide a safe, innovative and nurturing environment where students are valued and treated with dignity and respect as staff prepare and engage them in meaningful, differentiated learning experiences that will promote distinguishable character and workforce success, particularly in the public safety arena.

Our Vision

Students at Detroit Public Safety Academy deserve a relevant, rigorous and safe environment in which they have an equal opportunity to learn and experience involvement in the type of activities that will help them develop into productive citizens. The skills they will acquire in character education and public safety education will allow them to become informed learners, enter prepared into secondary education and then on to productive careers.

DPSA students will enjoy a relevant Michigan standards based curriculum that challenges and motivates them to learn, and offers them choices about how they learn and how they are assessed. They deserve access to state-of-the-art resources, highly qualified teachers, technology, and real-life experiences provided by municipal, state and federal police and local firefighters that can take them into the world in which they will face their futures.

Our Goals



Detroit Public Safety Academy will:

- become the high school of choice because of its academic rigor and by meeting and/or exceeding SAT and MSTEP standards
- maintain at least a 90 percent graduation rate by
- embed character education into the curriculum: respect, responsibility, integrity, initiative, service, sacrifice and leadership.
- involve all levels of law enforcement and firefighter professionals as mentors, coaches and teachers
- reduce disparity in the public safety field by encouraging larger numbers of women and students of color to consider these fields
- provide a service learning component that assists local communities to become healthier through volunteering

Guiding Principles

The following principles were identified to guide our team when developing the Academy's Preparedness Plan.

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

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

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

- **Teach Content:** Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student.

Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.



- Engage Families: Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

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

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



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

Safety Protocols Phase 1, 2, or 3

Safety Protocols Overview:

During Phase 1, 2 or 3 of the Michigan Safe Start Plan, the Academy's school building will be closed to everyone except:

1. Employees or contractors necessary to conduct minimum basic school operations consistent with this Plan, including those employees or contractors necessary to facilitate alternative modes of instruction, such as distributing materials, and equipment, or performing other necessary in-person functions.
2. Food-service workers preparing food for distribution to students or their families.
3. Licensed child-care providers and the families they serve.

In addition, the Academy will suspend athletics, after-school activities, inter-school activities, and busing.

Food Service:

During Phase 1, 2 or 3 of the Michigan Safe Start Plan the Academy plans to ensure continued food distribution to eligible students.

Bagged breakfast and lunches will be provided along designated bus stops every Tuesday. Students and community members will be able to take as much food as they would like, within reason. Food will be pre-bagged in sets of three breakfasts and three lunches for ease of delivery.

Child Care Providers:

Detroit Public Safety Academy will not be used by licensed child care providers.

School Employees and Contractors:

The extent to which school employees and contractors will be physically present in the school building on the basis of conducting basic school operations, including remote live instruction is outlined below.



Schools will be closed to all non-essential personnel. Employees and contractors will only be able to enter the school with permission, with a valid reason, and after ensuring that they are in good health.

Cleaning Protocols:

While the school is closed for in-person instruction, the following cleaning protocols will be adjusted to ensure the school building remains functional.

During Phase 1, 2 or 3 of the Michigan Safe Start Plan, the Academy shall clean and disinfect frequently touched surfaces, at least hourly or between use as much as possible. Use of shared objects will be limited when possible, or cleaned between use.

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

The Academy will provide mental and social-emotional health services for students.

The Academy 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. 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*](#)
- [*High School Screener*](#)
- [*Student Questionnaire \(K-12 possibly\)*](#)

The Academy 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).

The Academy 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](#)

The Academy 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](#)

Tier I & Tier II Resources:

- [Comcast Essential Internet](#)
- [Covid-19 Social Story](#)
- [Apply for State Emergency Relief?](#)
- [Michigan Food Banks and Pantries](#)
- [Parent Cue Cards](#)
- [Example of a social work group agenda](#)

Tier III services will be provided to students using Google Hangouts, Google Phone (telephone), Google Meet, or Zoom. Tier III services will consist of Solution-Focused Problem Solving techniques, therapeutic interventions will be provided via telehealth services that will be provided by the school's mental health provider. To provide clinical services using telehealth HIPAA and FERPA laws must be followed.



Resources that can be used for Tier III interventions regarding COVID-19 are:

- [SEL Resources for Parents, Educators & School Communities Related to COVID-19](#)
- [CDC Guide for Managing Anxiety & Stress](#)

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.

As students and staff return to school in the fall, whether it is in the building or through remote learning, attention to the school climate will be a focus. Positive school climate starts with positive relationships. Maintaining connectedness during times of disruption helps students feel safe and supported. As districts prepare for the return to school, there will be differences in how teachers and students can interact with each other. The academy will explore innovative ways to maintain school connectedness, build relationships and cultivate a positive climate within the new safety guidelines.

The following are ways the school will maintain connectedness and a positive school climate over the summer and for school restart in the fall.

- **Sense of Community:** Create a school and classroom community no matter where instruction is taking place. Maintain connections virtually and based on social distancing guidelines with students, families and community partners.
- **Positivity:** Prioritize uplifting staff and students by sharing positive actions and behaviors through announcements, social media posts, newsletters and/or bulletin boards.
- **Summer Contact:** Offer virtual connection opportunities during the summer months so students can connect with peers and staff.
- **Build Familiarity:** Help young children get familiar with their new environment with pictures, social stories, videos of the building, or meet and greets with teachers.
- **Belonging Routines:** Create a classroom motto, song or chant that is repeated at the beginning or end of class every day.
- **Relationship Building; Personal Sharing:** Provide an outlet for staff and students to share about their personal lives through show and tell, pictures, stories or virtual tours.



FOSTERING CONNECTIONS RESOURCES

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

- [Building Developmental Relationships During COVID-19](#), Search Institute
- [How Schools Ensure Social Connections During Physical Isolation](#) (recorded webinar)
- [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](#)

The Academy will establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which will be activated efficiently as needed (e.g., loss of student, loss of a school staff member).

- The Crisis Team consists of the following: School Leader, Anthony Hubbard; Assistant School Leader, Trena Braswell, Dropout Prevention Coordinator, Vonetta Sanders;



Cameron Nichols, Dean of Students; Dawn Nelson, Business Manager. The protocol and roles are all found in the [Crisis Management Plan](#).

- [Disaster Distress Helpline](#)

The Academy will compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.

- <https://sites.google.com/muskegonisd.org/remote-learning-toolkit/wellness>

To address grief the academy will provide support for students and families to process their grief over what was lost.

Reference resources:

- [Understanding Grief to Better Support Students, Families and Educators](#)
- [Helping Kids Grieve](#) (Resources best for Primary, Intermediate, and Parents)
- [Help for Kids](#) - Grief (Resources for Primary, Intermediate, Secondary Students and Parents)
- [Helping Children and Teens with Loss for Secondary Students and Parents](#)

The Academy will prioritize adult self-care. School personnel may have struggled with the fact that school buildings were closed and may continue to be anxious about the uncertainty of what school will look like in the fall. They may find it difficult to adapt to new schedules and different ways of teaching or connecting with students. They may worry about their students' well-being and educational progress. On top of it all, many may be trying to keep up with the needs of their own children, families and friends. Feeling overwhelmed is understandable and normal.

As the Academy focuses on supporting students, it is equally important for the adults to focus on their own self-care and well-being. As school personnel prioritize their own self-care and healthy reactions to uncertain situations, students may observe and follow this lead. The academy will ensure school personnel have regularly scheduled time for networking, social connections and support. School personnel cannot effectively support students if they are stressed or burned out from these times of uncertainty and transition. Because of this, included here are ideas on how to practice self-care; find *time* to practice self-care; and suggested resources to support school personnel.

To start, here are some ideas for self-care:



- Set boundaries by creating and sticking to a schedule, saying “no” when feeling overburdened and asking for space or help when needed.
- Recognize and acknowledge feelings.
- Recognize what *is* and *is not* within one’s control.
- Focus on the positive. Keep a gratitude journal.
- Practice self-care throughout the day by getting enough sleep, eating healthy, drinking plenty of water and having movement breaks.
- Use coping strategies such as [mindfulness](#) to help reduce stress.
- Ask for support from coworkers and administration.
- Complete personal pulse checks. Regularly stop and take stock of what is working and what isn’t, then make adjustments.

ADULT SELF-CARE RESOURCES

The following are additional resources that will support adult self-care.

- [5 Strategies for Teacher Self-Care](#)
- [Self-Care for Educators](#)
- [SEL & Self-Care Resources](#) (blog)
- [Provider Care](#) from Psychological First Aid for Schools Field Operation Guide
- [Sad, Mad, Bad and Occasionally Rad: Taking your emotional temperature and treating a spectrum of reactions during COVID-19.](#)
- [Strategies for Districts to Support Self-Care for Educators During the COVID-19 Pandemic](#) (Recorded Webinar)
- [Support for Teachers Affected by Trauma](#)

The Academy will establish ongoing reporting protocols for school staff to evaluate the physical and mental health status, digitally. The academy will provide resources for staff self-care, including resiliency strategies that are available online.

The personal impact on educators and other school staff will be recognized, teachers will not be expected to be successful at teaching children without having their mental health needs supported.

The strain on teachers this year as they have been asked to teach differently while they support



their own needs and those of their families has been significant. Resources such as Employee Assistance Programs and other means to provide support and mental health services will be established.

- Leona Group 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)**

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

- The mental health provider will do a monthly “check in” assessment (virtually) to engage and assess staff’s physical and mental health status. Ex. [attending to staff well-being](#)
- A check in document will be created using google survey, survey monkey, etc.
- In addition monthly resources will 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](#) or add a self-care plan.
- 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](#).
 - [Cultivating Well-Being in Challenging Times](#) with Dr. Jean Clinton

Mental Health Resources for Staff

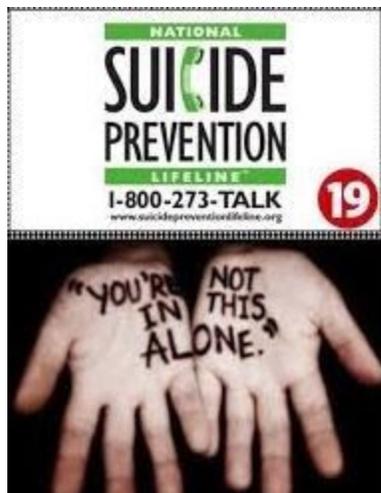


Mental health concerns may surface or worsen during this crisis. Please use the linked resources if you notice behavioral changes in yourself, your student, or someone you care for.

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

In addition to resources provided through the academy's health insurance (e.g., free access to tele-health, treatment coverage for COVID-19, mental health support through employee assistance plans), the academy will use the following resources to promote health and wellness.

- Resource for training staff about COVID-19 and [Staff Wellness](#)
 - [Mindful Teachers Self-Care Resources](#) This site is continually updated with articles, videos, and resources to help teachers practice self-care
 - [Headspace for Educators](#) Mindfulness and Guided Meditation App is available to educators at no cost. The website includes a 6-week guide specifically developed for teachers in PDF form-no registration required.
 - [TED Talks Importance of Self-care Playlist](#)
 - [Daily Dose of Kindness Self-care blog](#)
 - [Skovholt Practitioner Professional Resiliency and Self-Care Inventory](#)
 - [Cultivating Well-Being in Challenging Times](#) with Dr. Jean Clinton



- 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:
 - *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*
 - *1-800-273-8255*
 - *suicidepreventionlifeline.org/*

The Academy will leverage MDE resources to support the students and staff mental health and wellness.

- Michigan Department of Education and Michigan Assessment Consortium collaborated 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](#)
 - [Trauma-Informed Support](#)

The Academy will activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).

- Develop a school level reciprocal communication plan in order to communicate with stakeholders
- Inform staff/stakeholders that there is an open platform for voicing concerns. Consider creating a listserv that encompasses the members of the Wellness Response Team.

The Academy will communicate with parents and guardians, via a variety of channels:



The Academy will:

- Maintain timely, accurate, and clear communication with district leadership
 - Schedule recurring meetings within your district to collaborate on and discuss COVID hurdles that may arise.
- Maintain timely, accurate, and clear two-way communication with families regarding student's academic and social-emotional functioning and school information.
 - Determine the methods and media that will be used, including social media, email, automated calls, US mail, flyers, and so on
 - Ensure all communications are in both English and the home language. See the [Translation Resources section on the MDE webpage](#)
 - Ensure teachers know and understand the school communication plan
 - Consider a monthly survey to gather information from parents, students and teachers

The Academy will work to destigmatize thoughts regarding COVID-19:

The Academy will:

- Keep staff and students abreast of the facts to reduce stigmatization: School mental health professionals should be involved in shaping messages to students and families about the response to the pandemic. Fear-based messages widely used to encourage strict physical distancing may cause problems.
 - [Conversations about COVID-19](#)
 - [CDC Guidance to Reducing COVID Stigmas](#)
 - [COVID Bullying](#)

The Academy will ensure that stakeholders have an understanding of normal behavioral response to crises:

- [Commons behaviors and reactions from COVID-19](#)

The Academy 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](#)

The Academy 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 section below is additional resources to consider but are not required for the plan.

The Academy will use the following resources to support staff, students and the community:

- [Google Form for School Wellness Check & translation directions modified by Oakland Schools ESL](#)
- [Family Well-Being Guide COVID-19 Specific](#)
- [Oakland Schools: Supporting Well-Being Page](#)

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:

- Muskegon ISD created a series of age appropriate remote check-in examples.
 - MAISD Remote Learning Toolkit: **Wellness**
 - These are simple, shorter, and have some light-heartedness to them while adhering to best practice. They also have modeling examples for teachers to learn how this is done in an online setting.
 - The check-ins have images but are consistent in style & vary for ages.
- [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](#)

Grief for Community:

- Grief work-it may be helpful to provide support for students and families to process their grief.
 - [Understanding Grief to Better Support Students, Families and Educators](#)



- [Helping Kids Grieve](#) (Resources best for Primary, Intermediate, and Parents)
- [Help for Kids - Grief](#) (Resources for Primary, Intermediate, Secondary Students and Parents)
- [Helping Children and Teens with Loss for Secondary Students and Parents](#)
- [Transforming Grief into Hope](#) (Resources best for Intermediate and Secondary Students; as well as, Parents)

Instruction Phase 1, 2, or 3

Alternative Modes of Instruction:

Alternative modes of instruction will be used while in-person instruction is suspended.

In order to successfully implement remote learning, each student will be provided with Chromebook and an internet hotspot if necessary. Instructions will be mailed home and provided on the school website for how to access the curriculum. Additionally, a point person for any technology-related issues will be identified and will assist teachers and students with accessibility issues. Curriculum will be provided via an LMS platform that will include avenues for synchronous and asynchronous instruction. Regular contact will be made between teachers and students with recorded and live direct instruction and virtual office hours.

Governance:

A school-wide committee, composed of administration, teachers, students, parents, and other stakeholders will be created and meet quarterly to review survey data from parents, students, and teachers as well as observational data collected by those individuals. The remote learning plan will be available on the school website and will be updated to align with the input gathered from the committee and others.

Protocols for Remote Instruction:

Teachers will be trained on and expected to implement rigorous and engaging remote learning. There will be expectations regarding prompt feedback and grading of student work as well as expectations regarding having synchronous time with students to directly instruct them. Special Education teachers will regularly meet with students based on their IEP requirements and needs via Google Meet or phone calls. Formative assessments will be provided at the beginning of the year to inform instructional decisions. Regular progress monitoring will happen at the teacher-level, the interventionist-level, and at an administrative-level. Students needing additional support will have scheduled time with the interventionists and assignments associated with the skills or standards identified. Students in the 12th grade will have their College and



Career Readiness class remotely in order to have access to the same post-secondary options they would have during a regular school year. Teachers will use the designated LMS platform as well as other websites to design instruction that is synchronous and asynchronous. All direct instruction will be recorded and posted for student viewing and weekly virtual office hours will be posted and provided for students to ask questions or receive assistance or feedback.

Feedback will be collected electronically and via mail quarterly from parents, students, and teachers. The Academy will also remain connected with MDE about the policies and guidance provided.

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:

All students will receive a Chromebook (and an internet hotspot, if necessary) at the beginning of the school year. These items will be tested and repaired over the summer and as needed during the school year. Any technical issues will be handled by the technology point of contact (an administrator at the school). Teachers will provide feedback on assignments via the LMS platform, but grades will be logged in PowerSchool. Students will have several opportunities to reflect on their work and their process in their classes. Student attendance will be monitored and recorded based on participation in class activities, asynchronous or synchronous.

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.

Special Education teachers will have an assigned caseload and will be assigned as co-teachers to their students classes in the LMS platform. They will connect with students via video chat or phone calls to provide services. They will track the hours of service provided and alert the appropriate individuals if it is believed that the current accommodations are not sufficient in the remote classroom. Assistive technology will be provided as necessary.

Social work, psychologist evaluation, speech therapy and other services will also take place virtually via Google Meet or other platforms.

Not Implemented:

All strongly recommended instructional protocols were implemented for Phase 3.

Operations Phase 1, 2, or 3

Facilities:

Regular cleaning and disinfection will occur and necessary materials will continue to be ordered as needed in preparation for the return to face-to-face learning. Custodial staff will take appropriate precautions such as wearing masks and gloves while cleaning the building. They will follow all CDC protocols.

The school will serve as the distribution center for chromebooks and hotspots as well as organization and distribution of food. All personnel will follow social distancing and sanitary conditions and will clean and disinfect the areas used before and after use.

Technology:

All students will be able to check out a chromebook and/or an internet hotspot (students will be surveyed regarding technology and accessibility. All students will be provided a Chromebook, but hotspots will also be provided to students without appropriate internet access). An administrator will be designated as the technology contact for any technological issues. This person's contact information will be readily available to parents, students, and teachers for any



issues that may arise. Chromebook distribution will occur at the school, devices will be signed out in person usually social distance protocols and be tracked via a spreadsheet for returns and disinfected upon return to the school. Computers will be tested and repaired over the summer and as needed during the school year, also following appropriate sanitizing protocols.

Teachers will receive training on the LMS platform to be used. Students will have access to training videos, PowerPoints, and a virtual helpdesk run by the technology administrator.

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.

Not Implemented:

All strongly recommended operational protocols were implemented for Phase 3.



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

Safety Protocols Phase 4

Personal Protective Equipment Protocol:

To the extent that the Academy will offer in-person instruction during Phase 4 of the Michigan Safe Start Plan, 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. The Academy will 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. The Academy will cooperate with the local public health department regarding implementing protocols outlined in the Safety Protocols below.

Staff:

- Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering will not be required to wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, will not be required to wear a facial covering. The Academy will provide facial coverings for staff as needed.
- Special education teachers will be encouraged to wear clear masks.
- Homemade facial coverings must be washed daily.
- Disposable facial coverings must be disposed of at the end of each day.
- If a staff member refuses to comply with the Academy’s facial covering protocols for non-medical reasons, the noncompliance may result in corrective actions up to and including termination in accordance with the policies and procedures of the Employee Handbook.

School Transportation:

- Facial coverings must be worn by all students, staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering will not be required to wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, will not be required to wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical



masks. Students and staff will be issued cloth masks with the DPSA logo as well as disposable masks being available for use in the main office.

Students:

- Facial coverings must always be worn in hallways and common areas by all students, over the age of four in the building except for during meals. Any student that is unable to medically tolerate a facial covering will not be required to wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, will not be required to wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
 - Homemade facial coverings must be washed daily.
 - Disposable facing coverings must be disposed of at the end of each day.
- Facial coverings must be worn in classrooms by all students, including students with special needs. Any student who cannot medically tolerate a facial covering will not be required to wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, will not be required to wear one.
- The Academy will provide facial coverings for all students, each student will receive a cloth mask with the DPSA logo on the front.
- If a student refuses to comply with the Academy's facial covering protocols, they will be disciplined in accordance with the applicable policies and procedures of the Academy's Student Handbook.
- Systematically review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
- Additional health accommodations may be implemented after reviewing individual student files, including IEPs, 504, or OHI plans.
- DPSA will send home a health appraisal to families via email and hardcopy letter so that parents may identify students who are high-risk for COVID-19. The school will have a plan in place to address requests for alternative learning arrangements or work reassignments.
- Any student/family that does not feel comfortable returning to school will have the option of a fully remote learning environment.

Hygiene Protocols:

To the extent that the Academy will offer in-person instruction during Phase 4 of the Michigan Safe Start Plan, 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.



During Phase 4 of the Michigan Safe Start Plan, the Academy 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 and install portable handwashing and/or hand sanitizing stations to set up throughout school buildings.

Screening Protocols:

The Academy 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.

- 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.
- 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:

The Academy 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.



The Academy 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. In classrooms where large tables are utilized, space students as far apart as feasible. Class sizes will be kept under 15 students to afford necessary spacing requirements.
- As feasible, arrange all desks facing the same direction toward the front of the classroom.
- 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.
- Staff will monitor during transitions and at arrival and dismissal to encourage social distancing and discourage congregating in groups.

Food Service, Gathering, and Extracurricular Activities Protocols:

The Academy's 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.

Food Service:



Middle school students will eat meals in their classrooms. High school students will eat breakfast in their classrooms, but lunches in the cafeteria. The lunchtimes for high school will be staggered so there will be no more than 30 students in the cafeteria at any time. Students seating will be staggered so they are at least six feet apart.

Cafeteria staff will use gloves, face shields, and surgical masks and stay behind a plexiglass barrier as much as possible. Students and staff will all wash their hands before and after meals. Additional time between lunches will be scheduled in order for the common areas to be thoroughly cleaned and sanitized between meals. All utensils will be disposable.

All off-site field trips will be cancelled. Any assemblies will be virtual or conducted within their lunch cohort groups. Extracurricular activities may continue if all parties use masks.

Athletic and Extracurricular Activity Protocols:

Described below is the Academy's plans to ensure compliance with athletic and extracurricular activity protocols. The Academy will comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).

- Students, teachers, and staff 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.
- Inter-school competitions may be held provided that facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.
- Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding.
- Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
- Handshakes, fist bumps, and other unnecessary contact must not occur.
- Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
- Large scale indoor spectator events are suspended. Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.



Cleaning Protocols:

During Phase 4 of the Michigan Safe Start Plan the Academy will adhere to the following cleaning protocols:

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

Transportation Protocols:

This section describes how the Academy will comply with each of the transportation protocols identified During Phase 4 of the Michigan Safe Start Plan.

- Require the use of hand sanitizer before entering the bus. Hand sanitizer will be supplied on the bus.
- The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.
- Clean and disinfect transportation vehicles before and after every transit route. Children must 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, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
- 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 must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
- Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

Medically Vulnerable Students and Staff Protocols:

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.

- If state and public health officials allow, determine a model for instruction that prioritizes face-to-face learning, especially for the youngest and most vulnerable students including:
 - Early childhood and elementary students
 - Students with disabilities
 - English learners
 - Migrant students
 - Students experiencing homelessness, temporary housing, or poverty
 - Evaluate the pros and cons of each plan and prepare a summary and recommendation for the Return to School committee

Student Protocols:

The Academy will systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and updating their care plans as needed to decrease their risk for exposure to COVID-19 as identified in more detail below:

- Review student health records to determine who might require a health care plan or changes to a health care plan due to medically fragile or at-risk status.



- Many of our attendance programs (ex. PowerSchool) store data regarding student's medical conditions (outside of those students with documented 504 plans or specific medical plans).
- Changes to current 504 plans or creation of new Section 504 plans should be handled by the assigned academy's 504 coordinator. [TLG/Section 504 toolkit](#)
- [Individual Health Plan](#)
- Changes in Individual Education Programs (IEP) should be handled by the special education case manager.

Below is the Academy's 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.

Self-Identifying for high risk as it applies to staff:

- Due to confidentiality, staff should communicate these unique health issues and/or concerns to the academy's school leader.

Self-identifying for high risk as it applies to students:

- DPSA will send home a health appraisal to families via email and hardcopy letter so that parents may identify students who are high-risk for COVID-19. The school will have a plan in place to address requests for alternative learning arrangements.
- Communication with parent/guardian(s) is Key. It is our responsibility to ensure the parent/guardian(s) has a direct voice in ensuring the additional needs of their child are being met during this pandemic.
- This task could be assigned to the Wellness Team or an individual, but the goal is to ensure that every student with a unique health need has the appropriate plan in place to ensure academic success and safety.

Additional Resources:

- [CDC Guidance: How to Care for Children and Youth with Special Healthcare Needs in Emergencies](#)
- [CDC Frequently asked questions: How COVID-19 Impacts Children.](#)
- [CDC: People Who Need to Take Extra Precaution During COVID-19](#)

All strongly recommended safety protocols were implemented for Phase 4.



Mental & Social-Emotional Health Phase 4

The Academy will provide mental and social-emotional health services for students. The Academy 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. 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](#)
- [High School 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).

- [Create a building level Wellness and Response Team](#) with intentional connections to the District Level Wellness and Response Team
- The team may be a separate group or part of the larger Return to School Committee addressed in Governance or an existing Crisis Response Team (ex. Administrator, school social worker and/or counselor, classroom teacher, support staff member)
- [Create an adaptive Wellness and Response Team](#) with clear purposes, processes, action plans, and outcomes grounded in and across all the ten components of the Whole Child (WSCC) model
- [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 Academy will identify a point person or establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.

Guiding Questions and Resources

- Develop a communication plan regarding the services available? Have you identified what support internal staff (counselors, social workers, etc) could provide for staff in need (typically school leader) for "staff in need"?
- 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)**



- The academy's social worker/counselor/designee will establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.
- Maintain timely, accurate, and clear communication with district leadership
- Maintain timely, accurate, and clear two-way communication with families regarding student's academic and social-emotional functioning and school and classroom information.
- Determine the methods and media that will be used, including social media, email, automated calls, US mail, flyers
- Ensure all communications are in both English and the home language. See the [Translation Resources section on the MDE webpage](#)
- Ensure teachers know and understand the school communication plan
- Consider a survey to gather information from parents, students and teachers (re: needs; in order to relay information deemed necessary to our stakeholders).

The Academy will establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).

Detroit Public Safety Academy Crisis Plan

- **Remember, if the crisis team doesn't meet until there is a crisis, they are already behind**
- [Disaster Distress Helpline](#)

The Academy will compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.

- [Remote Learning Toolkit: Wellness](#)

Grief work-it may be helpful to provide support for students and families to process their grief over what was lost at the end of the school year.

- [Understanding Grief to Better Support Students, Families and Educators](#)
- [Helping Kids Grieve](#) (*Resources best for Primary, Intermediate, and Parents*)
- [Help for Kids](#) - *Grief resources for Primary, Intermediate, Secondary Students and Parents*
- [Helping Children and Teens with Loss for Secondary Students and Parents](#)



Closure from last school year

- Acknowledgement of experience and feelings related changes due to COVID-19
- Remain calm and reassuring. Students will react to and follow your verbal and nonverbal reactions to the changes.
- Emphasize to your students that they are safe at school. Remind them that you and the adults at their school are there to keep them safe and healthy.
- Let your students talk about their feelings surrounding COVID-19 and help reframe their concerns into appropriate thoughts.
- Give students information that is truthful and appropriate for the age and developmental level of the child.

Day one to day three of SEL activities

- Examples of how the first few days of schools could be used to focus on building community, connection, resilience and social and emotional skills
 - [Primary Template](#)
 - [Secondary Template](#)

Continued SEL/mental health services and build resiliency

- **Community and trust building**
 - Classroom meetings to set clear expectations
 - [Guidance for adults facilitating these classroom meetings](#)

The Academy will establish ongoing reporting protocols for school staff to evaluate physical and mental health status. Provide resources for staff self-care, including resiliency strategies.

The personal impact on educators and other school staff will be recognized. In the same way that students are going to need support to effectively return to school and to be prepared to be ready to process the information they are being taught, teachers cannot be expected to be successful at teaching children without having their mental health needs supported.

- Several resources will be available for staff self-care, including resiliency strategies including the Employee Assistance Programs (EAPs)

The strain on teachers this year as they have been asked to teach differently while they support their own needs and those of their families has been significant, and they will be bringing that stress back to school as schools reopen. Resources such as Employee



Assistance Programs and other means to provide support and mental health services should be established prior to reopening.

- The Leona Group 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

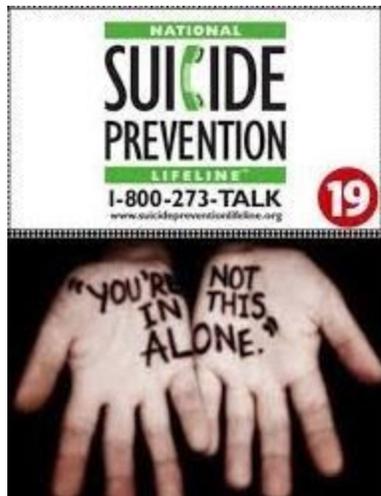
- Will determine and share what resources are available in your community for staff self-care including resiliency strategies. ([As an example: Eaton RESA.](#))
- Identify gaps in resources
 - The mental health provider is encouraged to do a monthly “check in” assessment by the mental health provider (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 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." suicidepreventionlifeline.org/
 - You can call for the following reasons: **1-800-273-8255**
 - *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](#)

The Academy will designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.

- The academy's chosen mental health assessment for students can be used as a progress



monitoring tool (assessing student's progress) regarding social emotional health. This tool should be administered every 4-6 weeks.

- [School Mental Health Referral Pathways \(SMHRP\) Toolkit \(PDF\)](#)

The Academy will 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](#)

The Academy will activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).

- Develop a school level reciprocal communication plan in order to communicate with stakeholders
- Inform staff/stakeholders that there is an open platform for voicing concerns. Consider creating a listserve that encompasses the members of the Wellness Response Team.

Communication with parents and guardians, via a variety of channels:

- Maintain timely, accurate, and clear communication with district leadership
 - Consider scheduling recurring meetings within your district to collaborate on and discuss COVID hurdles that may arise as school is in session.
- Maintain timely, accurate, and clear two-way communication with families regarding student's academic and social-emotional functioning and school and classroom information.
- Determine the methods and media that will be used, including social media, email, automated calls, US mail, flyers, and so on



- Ensure all communications are in both English and the home language. See the [Translation Resources section on the MDE webpage](#)
- Ensure teachers know and understand the school communication plan
- Create a quarterly survey to gather information from parents, students and teachers

The Academy will aid in the destigmatization of COVID-19:

- Keep staff and students abreast of the facts to reduce stigmatization: School mental health professionals will be involved in shaping messages to students and families about the response to the pandemic. Fear-based messages widely used to encourage strict physical distancing may cause problems when schools reopen, because the risk of exposure to COVID-19 may be mitigated but not eliminated.
 - [Conversations about COVID-19](#)
 - [CDC Guidance to Reducing COVID Stigmas](#)
 - [COVID Bullying](#)

The Academy will support staff with understanding normal behavioral response to crises:

- [Commons behaviors and reactions from COVID-19](#)

The Academy will utilize 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](#)
- [Trauma Sensitive Schools Professional Development](#)
- [How Trauma Affects Kids in School](#)
- [Traumatic News Can Trigger PTSD-Like Symptoms](#)

The Academy will provide positive self-care strategies that promote health and wellness.

- The school leader will give thoughtful consideration to these issues prior to staff returning to work and [attending to staff well-being](#) should be ongoing
- Resource for training staff about COVID-19 and [Staff Wellness](#)
- [Mindful Teachers Self-Care Resources](#) This site is continually updates with articles, videos, and resources to help teachers practice self-care
- [Headspace for Educators](#) Mindfulness and Guided Meditation App available to educators at no cost. The website includes a 6-week guide specifically developed for teachers in PDF form-no registration required.
- [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

All strongly recommended Mental & Social-Emotional Health protocols were implemented for Phase 4.

Instruction Phase 4

Instruction Overview:

The following section will outline the Academy's plan to deliver instruction during Phase 4 of the Michigan Safe Start Plan as it relates to governance, instruction, communication, professional learning and monitoring. It will include whether the Academy will offer in-person instruction, remote learning options, hybrid approaches and/or rotating in-person schedules.

Governance:

Before reopening for the school year, the Academy created a school Return to School committee, led by Isaiah Pettway and composed of a broad group of stakeholders such as:

- Trena Braswell, Ronald Booth, Vonetta Sanders, Amanda Silic, Cameron Nichols, and Melissa Nichols. Meetings are held on a biweekly basis.

Feedback was gathered from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups and conversations. The Academy's remote learning plan was revised to incorporate feedback and input from stakeholders to improve its effectiveness. The remote learning plan will be shared with all involved stakeholders in case of a return to remote learning before the students return. Continuous feedback will be gathered throughout the course of Phase 4 to adjust the plan as needed.

Instruction:



Students will operate under a hybrid model which takes in account the need of face-to-face instruction and uses that to focus on core curriculum. Students will be in the school two days per week to focus on their math, ELA, science, and social studies standards and skills. During these longer blocks, teachers will be able to differentiate instruction and interventionists will be able to pull out and push into classrooms, working on prerequisite skills for those courses. During the three days that the students are out of the building, they will be using an online LMS platform to complete electives remotely.

During pre-service training, teachers, administrators, and interventionists will review the curriculum standards to ensure that skills from the previous year are being looped into instruction and priority standards are being addressed appropriately. Students identified as having made insufficient progress so far will be added to the interventionist caseload for either additional support on math or ELA skills. They will be identified by the fall NWEA test and/or teacher observation.

Students transitioning to post-secondary will take a College and Career Readiness course in person to specifically work on the skills necessary to go to college or join the workforce.

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. The school will notify families using the above mentioned forms of communication to share the details of all three plans, to explain how the hybrid curriculum will look, and information regarding standardized testing. DPSA will provide Learning Management System training to students and their families along with providing support and resources for remote learning.

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 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)
- Designing learning opportunities to support remote and/or hybrid learning

The school will provide ongoing professional development to staff when reopening.
Training opportunities will include:



- 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](#).
- Identify students who did not participate in virtual learning in the spring, provide those students with additional supports.
- Professional Development has been scheduled throughout the school year, all sessions can be held in person or virtually.

Monitoring:

Each student will be provided with a ChromeBook (and an internet hotspot, if needed) for hybrid learning. During Phase 4, students will receive standard-aligned, grade level instruction for their core classes in person. All teachers must use scaffolding to support the different needs of their students. Before entering Phase 4 instruction, teachers and administration will evaluate the standards covered so far, including those from spring 2020 to make a determination of priority standards and appropriate scaffolds needed. Math and reading interventionists will push in and pull out based on fall NWEA data to provide additional support for students who are in need of it. The in-person instruction will integrate the online learning platform regularly in case of a return to remote instruction or for students who have elected to continue remotely as well as those who may be temporarily unable to attend school face to face.

For the online portion of the learning, students will engage in grade-level instruction in various elective courses during the days they are not physically at the Academy. Student work will be graded and attendance will be tracked via the Learning Management System (LMS). Daily attendance will be taken using the LMS; if students are not participating, parents will receive documentation of excessive absences from the school. Teachers will be required to grade all work in a timely manner and students will have access to their grades in PowerSchool.

Students with disabilities will continue to receive accommodations and support in all aspects of hybrid learning. IEPs, 504 plans, etc will be reviewed after entering Phase 4 to determine what, if any, changes need to be implemented to meet the needs of the students. This will include any services that were unable to be conducted during Phase 3.

The Curriculum Coach will monitor teachers curriculum pacing and student progress. The Data Coach will evaluate all student data to look for trends and gaps in data for instructional purposes. Students will be monitored daily by their teachers, parents will continue receiving progress reports and report cards quarterly. Families also have access to their students' grades using



PowerSchool. Also, all students will be provided with in-person advisory time, in which their advisory teacher will meet with them individually to discuss current grades, missing assignments, and provide students with any assistance they may need. This time will also allow students to reflect on their practices and progress in all of their classes.

Equitable Services:

Per the Phase 3 plan, all general education and special education teachers will be given full access to the LMS platform used for remote learning. Any concerns about accommodations during Phase 3 operations will re-evaluated and feedback will be considered from the teachers, parents, and students. A schedule for speech and language, psychological evaluations, and social worker services will be created to continue those services. The Academy will revise students' IEPs, IFSPs, and 504 plans to determine how to best meet the needs of the child based on parent feedback, special education and general teacher input, and revise accommodations as needed. In person intervention and support services will take place as well as continuing to provide support for the online elective classes.

Not Implemented:

All strongly recommended instruction protocols were implemented for Phase 4.

Operations Phase 4

All protocols included on the roadmap for operations that are “Strongly Recommended” were used as a guide to describe how the Academy will effectively manage each of the following: Facilities; Budget, Food Service, Enrollment and Staff; Technology; and Transportation.

Facilities Protocols:

Hands-free sanitizing stations will be installed around the school before reopening. Additional cleaning supplies will be purchased after auditing current supplies. Custodial staff will continue to deep clean over the summer and every Wednesday during the school year. They will follow the recommendations provided by OSHA and the CDC and will update their protocols as recommendations change. Custodial staff will continue to wear appropriate gear for cleaning as recommended by OSHA and the CDC.

Before reopening, the building will be audited with respect to classroom size, desk availability, and HVAC issues. Signage regarding social distancing, mask wearing, coughing/sneezing will be posted around the school. Frequent walk-throughs will be conducted by various members of the



administration team to check and double-check for any potential issues. Reusable masks will be ordered and organized to pass out to students at the beginning of the year.

Office staff, security, teachers, and administrators will wear masks and maintain six feet of distance from any guests that need to enter the building.

Budget, Food Service, Enrollment, and Staffing:

Students will be socially distanced on buses, and required to wear a mask. Students who are dropped off, walk, or use public transportation will enter the building individually to maintain social distancing. The school leader will meet with staff members individually to discuss the upcoming school year along with any health and safety concerns they may have. The academy will pull a student health report for any students who have any medical issues or pre-existing conditions, this report will be used to contact any students who are likely to choose fully remote learning. The school will complete an inventory of additional positions needed for Covid-19 safety measures and compliance. The leadership team will collaborate to hire any additional staff that may be needed, job responsibilities may be reconfigured to meet the academy's needs, this will be determined by the school leader instead of local bargaining units. During hybrid learning daily attendance will be recorded using the Learning Management System, students who have excessive absences from lack of participation will be documented on a Google Form and communication will be sent home to families. Guidance for recruitment and Covid-19 measures is provided by The Leona Group corporate offices, they meet weekly to discuss current recruitment and updated Covid-19 information. DPSA works with substitute agencies for staff absences. Back to school information will be sent home via newsletters, communication from the school leader, robocalls, and social media. Communication will keep them informed on new procedures and policies for all Covid-19 safety measures. All students will have received a copy of the student handbook prior to the start of school and the staff gets a new handbook each year, all changes will be discussed at the first staff meeting in August. The school will consult legal counsel prior to sharing any information with the Board of Education, this will be present at the August meeting prior to the beginning of school. The school leaders receive budget exercises and guidance to help with changing enrollment, new staffing needs, and resource constraints or additional dollars needed. There is a two week professional development period to orientate new school staff to any operational changes. Budget, food service, enrollment and staffing will play a part when creating master teacher schedules. The academy's food service coordinator works closely with the food service provider, they meet often to discuss updated healthy and safety guidelines are to be followed based on local public health guidance.



Technology Protocols:

Every student will receive a Chromebook and/or an internet hotspot at the beginning of the year (all students will receive a Chromebook, a survey will determine who has reliable internet access and those students will receive hotspots). Chromebooks will be evaluated and repaired over the summer and as needed during the school year using sanitization protocols similar to those used in the day to day cleaning of the school. Technology issues will be handled by one administrator who will take lead on all in-house issues. This individual's contact information will be available on the school website. This person will also track check-out and check-in of all devices. Infrastructure for WiFi will also be evaluated over and the summer and any issues found will be addressed.

In the event that schools close, students will have already accessed the LMS platform for other assignments. They will continue to use the Chromebook issued to them to continue their electives as well as their core classes online. Tutorials will be available as well as a help-desk for students who are struggling with accessing the materials on the platform. Teachers will receive on-going training in addition to the training they will receive during pre-service to utilize the LMS system.

All instructional materials such as lesson plans and curriculum maps will continue to be housed on the shared drive so administrators can access them and monitor teacher and student progress.

Transportation Protocols:

Before schools reopen, an inventory of busses, drivers, and current protocols/routes will be taken. New procedures will be developed to take into account the new weekly schedule and plan new routes accordingly. The two bus routes will now hold approximately half as many students due to the new schedule. Students will have to use hand sanitizer (provided) upon entering the bus and will be required to wear face masks for the duration of the route unless deemed medically unfeasible. Bus drivers will also wear face masks unless deemed dangerous. The Academy will coordinate with returning drivers (and new drivers as necessary) to train them on entry/exit procedures as well as cleaning protocols as determined by public health authorities. The Academy will also assess drivers' impact from COVID-19 as well as train them on the impact of COVID-19 on the school population. If the state returns to Phase 3, the busses will be used to deliver meals using the Phase 3 transportation plan above.

Not Implemented:



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. **Not implemented because this does not apply to our school because we are not unionized.**



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

Safety Protocols Phase 5

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.

Differences between Phase 4 and Phase 5:

All changes from Phase 4 to Phase 5 are labelled in a bold font.

Personal Protective Equipment Protocols:

- Facial coverings will always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering 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.
 - Homemade facial coverings should be washed daily.
 - Disposable facial coverings should be disposed of at the end of each day.
- Facial coverings will always be worn in hallways and common areas by students in the building except for during meals. Any student that is unable to medically tolerate a facial covering will not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, will not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Students may be required to wear facial coverings if deemed necessary.
 - Homemade facial coverings should be washed daily.
 - Disposable facing coverings should be disposed of at the end of each day.

Facial coverings will no longer be required in the classrooms, assuming that enough time has passed in Phase 5 to warrant the easing of restrictions.



Hygiene Protocols:

- Academy will 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).
- Staff will 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.
- Academy will educate staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues will be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Students will wash their hands or use hand sanitizer after changing any classroom; teachers in the classroom will wash their hands or use sanitizer every time a new group of students enters their room.
- Systematically and frequently check and refill soap and hand sanitizers. Students and teachers will have scheduled handwashing with soap and water every 2-3 hours.
- Limit sharing of personal items and supplies such as writing utensils.
- Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
- Limit use of classroom materials to small groups and disinfect between 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.

There are no demonstrable differences between the Phase 4 and Phase 5 hygiene protocols.

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. Class sizes will be between 12-15 students.
- In classrooms where large tables are utilized, students will be spaced as far apart as feasible.
- All desks will face the same direction toward the front of the classroom.
- Teachers will maintain six feet of spacing between themselves and students as much as possible.
- Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
- Academy will post signage to indicate proper social distancing.



- Academy will use floor tape or other markers at six foot intervals where line formation is anticipated.
- Academy will provide social distancing floor/seating markings in waiting and reception areas. Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- Adult guests entering the building will be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building.

There are no demonstrable differences between the Phase 4 and Phase 5 spacing, movement, and access protocols.

Screening and Testing Protocols for Guests, Students and Staff:

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 described below.

- 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.
 - Employees with a confirmed case of COVID-19 will only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
- 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.
- General Procedures



- All guests to the building must sign in with the date and times of entry/exit.
- Parents and guardians will be notified of the presence of any laboratory positive or clinically diagnosed cases in the classroom and/or school to encourage closer observation for any symptoms at home.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts will be made to contact any close contacts (those who spent more than 15 minutes within six feet to the student or staff member) so that they can be quarantined at home. Classmates 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.
- Academy 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.

There are no demonstrable differences between the Phase 4 and Phase 5 screening and testing protocols.

Food Service Protocols:

Middle school students will eat meals in their classrooms. High school students will eat breakfast in their classrooms, but lunches in the cafeteria. The lunchtimes for high school will be staggered so there will be no more than 30 students in the cafeteria at any time. Students seating will be staggered so they are at least six feet apart.

Cafeteria staff will use gloves, face shields, and surgical masks and stay behind a plexiglass barrier as much as possible. Students and staff will all wash their hands before and after meals. Additional time between lunches will be scheduled in order for the common areas to be thoroughly cleaned and sanitized between meals. All utensils will be disposable.

Any assemblies will be virtual or conducted within their lunch cohort groups. Extracurricular activities may continue if all parties use masks.

Field trips and gatherings may be permitted based on the number of participants and location of the event.

Athletic and Extracurricular Activity Protocols:



- Indoor spectator events will be limited to 50 people. Large scale outdoor spectator or stadium events will be 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 will continue to use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant must confirm that they are healthy and without any symptoms prior to any event.
- All equipment will be disinfected before and after use. Buses will be cleaned and disinfected before and after every use.
- Each participant will use a clearly marked water bottle for individual use. There will be no sharing of this equipment.

Indoor weight rooms and physical conditioning activities may resume, all equipment will be cleaned after each use.

Cleaning Protocols:

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

There are no demonstrable differences between the Phase 4 and Phase 5 cleaning protocols.

Transportation Protocols:

- All students will continue to use hand sanitizer before entering the bus. Hand sanitizer will be supplied on the bus.
- The bus driver, staff, and all students will continue to wear facial coverings while on the bus.
- Transportation vehicles will be cleaned and disinfected before every trip, including frequently touched surfaces and any adaptive equipment.



- If a student becomes sick during the day, they will not use group transportation to return home and will wait in the quarantine area until a parent/guardian/ambulance (if necessary) arrives.
- Drivers will follow the same staff protocol listed above if they get sick.

There are no demonstrable differences between the Phase 4 and Phase 5 transportation protocols.

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.

All IEP, 504, and other plans will be reviewed with parents and students to ensure they can make an informed decision about their return to school. If a medically vulnerable student is unable or unwilling to attend in-person instruction, the fully remote model will still be available.

There are no demonstrable differences between the Phase 4 and Phase 5 protocols for Medically Vulnerable Students and Staff.

Not Implemented: *(Specifically identify which protocols (listed above) on pages 38-44 that are identified as “Strongly Recommended” that the Academy will not implement.)*

All strongly recommended safety protocols were implemented for Phase 5.

Mental & Social-Emotional Health Phase 5

Mental & Social-Emotional Health:

The Academy will provide mental and social-emotional health services for students. The Academy 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. 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](#)
- [High School 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).

- [Create a building level Wellness and Response Team](#) with intentional connections to the District Level Wellness and Response Team
- The team may be a separate group or part of the larger Return to School Committee addressed in Governance or an existing Crisis Response Team (ex. Administrator, school social worker and/or counselor, classroom teacher, support staff member)
- [Create an adaptive Wellness and Response Team](#) with clear purposes, processes, action plans, and outcomes grounded in and across all the ten components of the Whole Child (WSCC) model
- [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 Academy will identify a point person or establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.

Guiding Questions and Resources

- Develop a communication plan regarding the services available? Have you identified what support internal staff (counselors, social workers, etc) could provide for staff in need (typically school leader) for "staff in need"?
- 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)**
- The academy's social worker/counselor/designee will establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.
- Maintain timely, accurate, and clear communication with district leadership



- Maintain timely, accurate, and clear two-way communication with families regarding student's academic and social-emotional functioning and school and classroom information.
- Determine the methods and media that will be used, including social media, email, automated calls, US mail, flyers
- Ensure all communications are in both English and the home language. See the [Translation Resources section on the MDE webpage](#)
- Ensure teachers know and understand the school communication plan
- Consider a survey to gather information from parents, students and teachers (re: needs; in order to relay information deemed necessary to our stakeholders).

The Academy will establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).

[Detroit Public Safety Academy Crisis Plan](#)

- **Remember, if the crisis team doesn't meet until there is a crisis, they are already behind**
- [Disaster Distress Helpline](#)

The Academy will compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that references school and community wellness resources.

- [Remote Learning Toolkit: Wellness](#)

Grief work-it may be helpful to provide support for students and families to process their grief over what was lost at the end of the school year.

- [Understanding Grief to Better Support Students, Families and Educators](#)
- [Helping Kids Grieve](#) (*Resources best for Primary, Intermediate, and Parents*)
- [Help for Kids](#) - *Grief resources for Primary, Intermediate, Secondary Students and Parents*
- [Helping Children and Teens with Loss for Secondary Students and Parents](#)

Closure from last school year



- Acknowledgement of experience and feelings related changes due to COVID-19
- Remain calm and reassuring. Students will react to and follow your verbal and nonverbal reactions to the changes.
- Emphasize to your students that they are safe at school. Remind them that you and the adults at their school are there to keep them safe and healthy.
- Let your students talk about their feelings surrounding COVID-19 and help reframe their concerns into appropriate thoughts.
- Give students information that is truthful and appropriate for the age and developmental level of the child.

Day one to day three of SEL activities

- Examples of how the first few days of schools could be used to focus on building community, connection, resilience and social and emotional skills
 - [Primary Template](#)
 - [Secondary Template](#)

Continued SEL/mental health services and build resiliency

- **Community and trust building**
 - Classroom meetings to set clear expectations
 - [Guidance for adults facilitating these classroom meetings](#)

The Academy will establish ongoing reporting protocols for school staff to evaluate physical and mental health status. Provide resources for staff self-care, including resiliency strategies.

The personal impact on educators and other school staff will be recognized. In the same way that students are going to need support to effectively return to school and to be prepared to be ready to process the information they are being taught, teachers cannot be expected to be successful at teaching children without having their mental health needs supported.

- Several resources will be available for staff self-care, including resiliency strategies including the Employee Assistance Programs (EAPs)

The strain on teachers this year as they have been asked to teach differently while they support their own needs and those of their families has been significant, and they will be bringing that stress back to school as schools reopen. Resources such as Employee Assistance Programs and other means to provide support and mental health services



should be established prior to reopening.

- The Leona Group 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

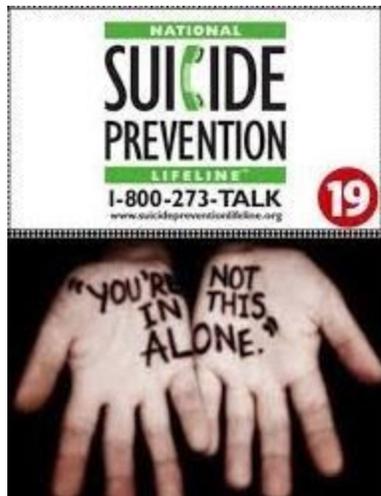
- Will determine and share what resources are available in your community for staff self-care including resiliency strategies. ([As an example: Eaton RESA.](#))
- Identify gaps in resources
 - The mental health provider is encouraged to do a monthly “check in” assessment by the mental health provider (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 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." suicidepreventionlifeline.org/
 - You can call for the following reasons: **1-800-273-8255**
 - *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](#)

The Academy will designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.

- The academy's chosen mental health assessment for students can be used as a progress



monitoring tool (assessing student's progress) regarding social emotional health. This tool should be administered every 4-6 weeks.

- [School Mental Health Referral Pathways \(SMHRP\) Toolkit \(PDF\)](#)

The Academy will 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](#)

The Academy will activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).

- Develop a school level reciprocal communication plan in order to communicate with stakeholders
- Inform staff/stakeholders that there is an open platform for voicing concerns. Consider creating a listserve that encompasses the members of the Wellness Response Team.

Communication with parents and guardians, via a variety of channels:

- Maintain timely, accurate, and clear communication with district leadership
 - Consider scheduling recurring meetings within your district to collaborate on and discuss COVID hurdles that may arise as school is in session.
- Maintain timely, accurate, and clear two-way communication with families regarding student's academic and social-emotional functioning and school and classroom information.
- Determine the methods and media that will be used, including social media, email, automated calls, US mail, flyers, and so on



- Ensure all communications are in both English and the home language. See the [Translation Resources section on the MDE webpage](#)
- Ensure teachers know and understand the school communication plan
- Consider a monthly survey to gather information from parents, students and teachers

The Academy will aid in the destigmatization of COVID-19:

- Keep staff and students abreast of the facts to reduce stigmatization: School mental health professionals should be involved in shaping messages to students and families about the response to the pandemic. Fear-based messages widely used to encourage strict physical distancing may cause problems when schools reopen, because the risk of exposure to COVID-19 may be mitigated but not eliminated.
 - [Conversations about COVID-19](#)
 - [CDC Guidance to Reducing COVID Stigmas](#)
 - [COVID Bullying](#)

The Academy will support staff with understanding normal behavioral response to crises:

- [Commons behaviors and reactions from COVID-19](#)

The Academy will utilize 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](#)
- [Trauma Sensitive Schools Professional Development](#)
- [How Trauma Effects Kids in School](#)
- [Traumatic News Can Trigger PTSD-Like Symptoms](#)

The Academy will provide positive self-care strategies that promote health and wellness.

- The school leader will give thoughtful consideration to these issues prior to staff returning to work and [attending to staff well-being](#) should be ongoing
- Resource for training staff about COVID-19 and [Staff Wellness](#)
- [Mindful Teachers Self-Care Resources](#) This site is continually updates with articles, videos, and resources to help teachers practice self-care
- [Headspace for Educators](#) Mindfulness and Guided Meditation App available to educators at no cost. The website includes a 6-week guide specifically developed for teachers in PDF form-no registration required.
- [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

All recommended Mental & Social-Emotional Health protocols were implemented for Phase 5.

Instruction Phase 5

The Academy's outline of the 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 will be outlined in this section in each of the following subsections: Governance; Instruction; Communications and Family Supports; and Professional Learning.

Governance Protocols:

Before reopening for the school year, the Academy created a school Return to School committee, led by the School Leader and composed of a broad group of stakeholders such as:

- Trena Braswell, Ronald Booth, Vonetta Sanders, Amanda Silic, Cameron Nichols, and Melissa Nichols. Meetings are held on a biweekly basis.

Feedback was gathered from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups and conversations. The Academy's remote learning plan was revised to incorporate feedback and input from stakeholders to improve its effectiveness. The remote learning plan will be shared with all involved stakeholders in case of a return to remote learning before the students return.

Instruction Protocols:

The Academy will continue to follow MDE guidelines about policies. Students will operate under a hybrid model which takes in account the need of face-to-face instruction and uses that to focus on core curriculum. Students will be in the school two days per week to focus on their math, ELA, science, and social studies standards and skills. During these longer blocks, teachers will be able to differentiate instruction and interventionists will be able to pull out and push into classrooms, working on prerequisite skills for those courses. During the three days that the



students are out of the building, they will be using an online LMS platform to complete electives remotely along with work in their core classes. All students will continue to use their assigned Chromebook until the end of the school year.

Teachers will receive continuing support with identifying gaps in learning and finding/using appropriate instructional tools, both for use in face-to-face as well as hybrid learning.

During pre-service training, teachers, administrators, and interventionists will review the curriculum standards to ensure that skills from the previous year are being looped into instruction and priority standards are being addressed appropriately. Students identified as having made insufficient progress so far will be added to the interventionist caseload for either additional support on math or ELA skills. They will be identified by the fall NWEA test and/or teacher observation.

Special education services will continue to operate: students will be continually monitored to make any accommodation or service changes as needed. Students will continue to receive all services, including speech and language, social work, and school psychologist evaluations.

Students transitioning to post-secondary will take a College and Career Readiness course in person to specifically work on the skills necessary to go to college or join the workforce.

There are no differences demonstrated between Phase 4 and Phase 5 of the Instructional Plan.

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.

There are no differences demonstrated in the Communication and Family Support section from Phase 4 to Phase 5.

Professional Learning Protocols:

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)
- Designing learning opportunities to support remote and/or hybrid learning
The school will provide ongoing professional development to staff when reopening. Training opportunities will include:
- 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](#).

There are no differences demonstrated in the Professional Learning Protocols Section between Phase 4 and Phase 5.

Operations Phase 5

Facilities Protocols:

Hands-free sanitizing stations will be installed around the school before reopening. Additional cleaning supplies will be purchased after auditing current supplies. Custodial staff will continue to deep clean over the summer and every Wednesday during the school year. They will follow the recommendations provided by OSHA and the CDC and will update their protocols as recommendations change. Custodial staff will continue to wear appropriate gear for cleaning as recommended by OSHA and the CDC.

Before reopening, the building will be audited with respect to classroom size, desk availability, and HVAC issues. Signage regarding social distancing, mask wearing, coughing/sneezing will be posted around the school. Frequent walk-throughs will be conducted by various members of the administration team to check and double-check for any potential issues. Reusable masks will be ordered and organized to pass out to students at the beginning of the year.

Office staff, security, teachers, and administrators will wear masks and maintain six feet of distance from any guests that need to enter the building.

There are no demonstrable differences between Phase 4 and Phase 5 facilities protocols for the Academy.

Budget, Food Service, Enrollment and Staffing:



Students will be socially distanced on buses, and will be required to wear a mask. Students who are dropped off, walk, or use public transportation will enter the building individually to maintain social distancing. The school leader will meet with staff members individually to discuss the upcoming school year along with any health and safety concerns they may have. The academy will pull a student health report for any students who have any medical issues or pre-existing conditions, this report will be used to contact any students who are likely to choose full remote learning. The school leader will take inventory of additional positions needed for Covid-19 safety measures and compliance. The leadership team will collaborate to hire any additional staff that may be needed, job responsibilities may be reconfigured to meet the academy's needs, this will be determined by the school leader instead of local bargaining units. During hybrid learning daily attendance will be recorded using the Learning Management System, students who have excessive absences from lack of participation will be documented on a Google Form and communication will be sent home to families. Recruitment guidance and Covid-19 updates are provided by The Leona Group corporate offices, they meet weekly to discuss current recruitment and updated Covid-19 information. DPSA works with substitute agencies for staff absences. Back to school information will be sent home via newsletters, communication from school leader, robocalls, and social media. Communication will keep them informed on new procedures and policies for all Covid-19 safety measures. All students will have received a copy of the student handbook prior to the start of school and staff gets a new handbook each year, all changes will be discussed at the first staff meeting in August. The school will consult legal counsel prior to sharing any information with the Board of Education, this will be present at the August meeting prior to the beginning of school. The school leaders receive budget exercises and guidance to help with changing enrollment, new staffing needs, and resource constraints or additional dollars needed. There is a two week professional development period to orientate new school staff to any operational changes. Budget, food service, enrollment and staffing will play a part when creating master teacher schedules. The academy's food service coordinator works closely with the food service provider, they meet often to discuss updated healthy and safety guidelines, these will be followed based on local public health guidance.

There is no demonstrable difference between Phase 4 and Phase 5 plans for Budget, Food Service, Enrollment and Staffing.

Technology Protocols:

Every student will receive a Chromebook and/or an internet hotspot at the beginning of the year. Chromebooks will be evaluated and repaired over the summer and as needed during the school year using sanitization protocols similar to those used in the day to day cleaning of the school. Technology issues will be handled by one administrator who will take lead on all in-house



issues. This individual's contact information will be available on the school website. This person will also track check-out and check-in of all devices.

In the event that schools close, students will have already accessed the LMS platform for other assignments. They will continue to use the Chromebook issued to them to continue their electives as well as their core classes online. Tutorials will be available as well as a help-desk for students who are struggling with accessing the materials on the platform. Teachers will receive on-going training in addition to the training they will receive during pre-service to utilize the LMS system.

All instructional materials such as lesson plans and curriculum maps will continue to be housed on the shared drive so administrators can access them and monitor teacher and student progress.

There is no demonstrable difference between Phase 4 and Phase 5 plans for Technology Protocols.

Transportation Protocols:

Before schools reopen, an inventory of busses, drivers, and current protocols/routes will be taken. New procedures will be developed to take into account the new weekly schedule and plan new routes accordingly. The two bus routes will now hold approximately half as many students due to the new schedule. Students will have to use hand sanitizer (provided) upon entering the bus and will be required to wear face masks for the duration of the route unless deemed medically unfeasible. Coordinate with returning drivers (and new drivers as necessary) to train them on entry/exit procedures as well as cleaning protocols as determined by public health authorities. Bus drivers will also wear face masks unless deemed dangerous. If the state returns to Phase 3, the busses will be used to deliver meals using the Phase 3 transportation plan above.

There is no demonstrable difference between Phase 4 and Phase 5 plans for Transportation Protocols.



Final Steps for Submission

Each district shall submit a single completed Assurance Document and Preparedness Plan to its Board Directors in time for approval by authorizer or seven days before the first day of school, whichever comes first.

Date of Approval by the PSA Board of Directors: 8/4/2020

Link to the Board Meeting Minutes or Signature of Board President:

Link to the approved Plan posted on the District/PSA school website: *The Plan has been posted on the Academy's Website Home Page: <https://www.detroitpsa.com/>*

The Preparedness Plan will be collected by the authorizing body for public school academies for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district's/PSA's website home page no later than August 17, 2020.

Name of District/PSA Leader Submitting Plan: Anthony Hubbard

Date Received by the Authorizing Body:

Date Submitted to State Superintendent and State Treasurer:

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

DETROIT PUBLIC SAFETY ACADEMY (the “Academy”)

A regular meeting of the Academy Board of Directors was held on the 4th day of August, 2020, at 5:00 p.m.

The meeting was called to order at 5:08 p.m. by Board Member K. Cheeks :

Present: K. Cheeks, K. Dettloff, D. Lang, R. Williams

Absent: H. White, S. Yates

The following preamble and resolution were offered by Board Member K. Dettloff and supported by Board Member R. Williams :

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 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 of Directors (“Academy Board”) is required to approve the Academy’s Preparedness Plan and approve the Academy’s Preparedness Plan as a charter contract (“Contract”) amendment.

THE ACADEMY BOARD THEREFORE RESOLVES THAT:

1. The Academy’s Preparedness Plan is approved by the Academy Board.
2. The Preparedness Plan is approved by the Academy Board as the COVID-19 Preparedness Plan Amendment to the Contract. This Contract amendment shall remain in effect as long as The Preparedness Plan remains in effect.
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. Any actions or actions taken by authorized Academy representatives in the development, submission and implementation of The Preparedness Plan are (to the extent such actions or actions are not inconsistent with the delegation of authority provided under this resolution) ratified and confirmed in all respects.
7. 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 sooner.

Ayes: 4

Nays: 0

Resolution declared adopted.



Print Name: Kamal Cheeks

Secretary, Academy Board



Midwest School Re-entry Plan: Phase 2

August 2020

- The Leona Group will follow local, state and national health guidance when determining policies or next steps.
- Employees who have compromised immune systems or underlying health conditions OR who are the primary care-givers to those who have compromised immune systems or underlying health conditions should speak to their school leader about alternate accommodations. School leaders will immediately consult with the Vice President of Human Resources.
- All protocols and practices will be reviewed frequently and are subject to change based on latest guidance and regional needs. Below is guidance for the second phase of re-engagement.

Building Access for Employees and Essential Visitors (August)	
General public/visitors/vendors	<ul style="list-style-type: none">• Only essential visitors are allowed into the building (example: water leak, plumbing, facilities related approved vendors, enrolling students/families).<ul style="list-style-type: none">• During the second phase, essential visitors will perform a self check prior to entering the school building, if possible, and self report to the school. 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 enter the building.<ul style="list-style-type: none">○ School leaders will determine the logistics of conducting the health screening for essential visitors○ Essential Visitor Health Screen Checklist Link: COVID-19 Essential Visitor Health Questionnaire○ Refusal of screening will deny that visitor access to the facility○ Visitors must put a mask on when they enter the building. Refusal to do so will deny them entry to the building unless they have a medical reason not to wear a mask• Utilize a sign-in/out system for all visitors, contactless sign-in/sign-out is strongly encouraged.<ul style="list-style-type: none">○ Google Form○ QR code check-in/check-out



	<ul style="list-style-type: none">■ QR Code Generator Create Your Free QR Codes○ Utilizing own writing utensils if you are signing in and out
Current school staff	<ul style="list-style-type: none">● Utilize a sign-in/out system for staff members, contactless sign-in/sign-out is strongly encouraged.<ul style="list-style-type: none">○ Google Form○ QR code check-in/check-out<ul style="list-style-type: none">■ QR Code Generator Create Your Free QR Codes○ Utilizing own writing utensils if you are signing in and out● Employees should not bring visitors or helpers with them to the building under any circumstances.● Avoid surprise drop-ins.● Return staff in phases.<ul style="list-style-type: none">○ Phase two<ul style="list-style-type: none">■ Minimize the number of employees working on-site daily.<ul style="list-style-type: none">● We recommend school building hours being Monday through Thursday with staggering schedules, with Friday being a work from home day for everyone.● Create staggering schedules for teachers and year-round staff members - consider half day schedules while working on-site while still completing the workday at home.● Employees will need to use PTO or vacation days when they are off work.
Entry to the School Building	<ul style="list-style-type: none">● All school employees are required to enter through one entry point designated by the school leader. During the second re-entry phase, employees will perform a self check prior to entering the office and self report to their supervisor. 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.● Staff will complete a health screening survey and will continue to contact their supervisor prior to going to the building.<ul style="list-style-type: none">○ Please make a copy before using the following:<ul style="list-style-type: none">■ TLG Midwest COVID-19 Health Screening■ Electronic Version of TLG Midwest COVID-19 Health Screening○ The supervisor will confirm with the staff member that they have filled out the survey and



	<p>that they haven't answered yes to any of the questions</p> <ul style="list-style-type: none">■ All responses will go directly to the Vice President of Human Resources and they will be the only person that has access to them. <ul style="list-style-type: none">● Designate an area for everyone who enters the building to sign in/out, in case you need it for contact tracing.<ul style="list-style-type: none">○ We will have a sign in sheet in the main office with the date, and times of entry and exit from the building. Employees will use their own pens to sign in/out. There will be pens available for use for guests and they will be sanitized between use.○ Ensure social distancing practices are utilized at the designated area: six feet distancing and/or a barrier to protect the designated person.<ul style="list-style-type: none">■ Building Management Resources
Social distancing	<ul style="list-style-type: none">● Social distancing must be followed throughout all areas of the building, maintaining a minimum of six feet of space between employees.<ul style="list-style-type: none">○ Indicate six feet on floor with tape at areas like the front office desk, copiers, and printers as a guideline● Masks are required in all common areas of the building at all times.<ul style="list-style-type: none">○ Employees may wear their own masks or we will provide a mask if necessary● Suggestions to maintain social distancing in your building:<ul style="list-style-type: none">○ Limit the number of staff in all restrooms and break rooms.○ Restrooms - if the main door to the bathroom is closed the bathroom is occupied, if it is available the door will be propped open.○ Limit in-person meetings to ensure that you can practice social distancing guidelines.○ Create a "clean in" and "clean out" procedure for areas that are used commonly. (kitchen appliances, copy machine)
In-person meetings	<ul style="list-style-type: none">● If staff meetings are necessary in-person, then they must be held in a large enough area to maintain social distancing.<ul style="list-style-type: none">○ Limit in-person meetings○ Recommend using video conferencing in lieu of in-person meetings



Delivery areas	<ul style="list-style-type: none">● Attempt to make all deliveries to building a contactless process: All supplies, packages, including mail will be left at a designated location. All packages shall be sanitized before being distributed to the appropriate person.<ul style="list-style-type: none">○ Consider setting up a table with directions for vendors that are delivering anything.● Individuals expecting delivery of food or other personal items should meet the delivery service outside of the building.
Common areas	<ul style="list-style-type: none">● Masks are required to be worn in common areas.● “Clean-in and clean-out” is required in all areas.<ul style="list-style-type: none">○ Gloves will be provided for disinfecting common areas for the “clean-in, clean-out” rule.● Please maintain social distancing protocols at all times in all common areas.● Limit the number of people using bathrooms, teacher’s lounge, conference rooms and break rooms.● All high touch surfaces and common areas will be sanitized regularly and often.● Hand sanitizer stations will be available throughout the building.
Equipment Use and Work Space	<ul style="list-style-type: none">● All shared equipment must be sanitized before and after use. (clean in, clean out)<ul style="list-style-type: none">○ Please use the provided sanitizing wipes which will be available at all equipment locations.● No work space and/or personal equipment shall be shared with other employees. Avoid sharing other personal items as well.● If a work space is shared, then the work space must accommodate the social distancing requirement including movement in the office at all times.<ul style="list-style-type: none">○ We recommend including a barrier that separates work spaces.○ We also recommend masks at all times in shared work spaces.○ We encourage relocating some employees to avoid shared work spaces.
PPE and other resources	<ul style="list-style-type: none">● Masks are to be worn in all common areas. Masks will be provided, you may also wear your own mask if you choose to do so.<ul style="list-style-type: none">○ For example, when you are entering the building and in common areas you must wear your mask. When you enter your work space the mask can be removed.○ Building Management Resources



Symptom monitoring	<ul style="list-style-type: none">• Anyone who is ill, becoming ill or who has had close contact with someone who is ill WILL NOT be permitted to enter the building. See below for more details.• At this time, we are not requiring on-site temperature checks. (this will take place at home when following the procedure of the health screening)<ul style="list-style-type: none">○ Please make a copy before using the following:<ul style="list-style-type: none">■ TLG Midwest COVID-19 Health Screening■ Electronic Version of TLG Midwest COVID-19 Health Screening
COVID-19 Exposure, Work-from-Home, and Return-to-work	
Exposure or possible exposure to positive COVID-19 cases	<ul style="list-style-type: none">• Anyone who has a possible exposure should notify their school leader immediately. School leaders will notify the Vice President of Human Resources.• Individuals with significant exposure to a POSITIVE or SUSPECTED POSITIVE COVID-19 case should actively monitor symptoms and should work-from-home for 14 calendar days from last exposure. “Significant exposure” is being within 6 feet of someone who has COVID-19 for at least 15 minutes.• Exposure or possible exposure applies to anyone at work, home or in your personal life.
Recovered POSITIVE COVID-19 cases	<ul style="list-style-type: none">• If you have been tested for COVID-19, please notify your school leader immediately that you are awaiting test results. School leaders will notify the Vice President of Human Resources.• Anyone who has tested positive for COVID-19 cannot return to work until they have been at home, away from others and <u><i>symptom-free for three calendar days from the date of testing</i></u> without the use of drugs or medicine to suppress fever or symptoms, have improved respiratory symptoms, and it’s been at least 10 days since symptoms first appeared.• Anyone who is symptom-free for at least three consecutive days, without the use of medicine to suppress fever or symptoms AND has a negative COVID-19 test result may return to work.



<p>NEGATIVE COVID-19 with symptoms or untested with symptoms</p>	<ul style="list-style-type: none">• Anyone who has any symptoms of illness, should notify their school leader immediately. School leaders should notify the Vice President of Human Resources.• Anyone who has <u>tested negative</u> for COVID-19 AND has any symptoms of illness (fever, cough, shortness of breath), should stay home, away from others and can return after they have been <u>symptom-free for three calendar days</u>. “Symptom-free” includes not using drugs or medicine to suppress fever and/or symptoms.• Anyone who has any symptoms of illness should stay home, away from others and can return after they have been <u>symptom-free for three calendar days</u>. “Symptom-free” includes not using drugs or medicine to suppress fever and/or symptoms.• At this time, a healthcare provider’s note for employees who are sick with acute respiratory illness is not required to validate their illness or to return to work.
<p>Displaying symptoms at work.</p>	<ul style="list-style-type: none">• Anyone displaying any symptoms of illness, should notify their school leader immediately. School leaders should notify HR.• Anyone displaying any symptoms of illness in the workplace, should be isolated until they can be sent home.• Anyone displaying any symptoms of illness should stay home, away from others and can return after they have been symptom free for seven days from the date symptoms first appeared; and have three consecutive days without fever and with improvement in respiratory symptoms.• People with significant exposure to this person will be notified and sent home.• Areas where this person worked, including common areas, will be closed for cleaning/sanitization.



<p>Procedure if someone in the office tests positive for COVID-19 after returning to work</p>	<ul style="list-style-type: none">• HR/School Leader will send out a notice to those exposed without identifying the individual who tested positive, unless consent is received• Anyone who has a possible exposure should notify their school leader immediately. School leaders will notify HR.• Individuals with significant exposure should work-from-home for 14 calendar days from last exposure. "Significant exposure" is GREATER than 15 minutes and/or LESS than 6 feet apart.
<p>Request to Work from Home/Alternate Accommodation</p>	<ul style="list-style-type: none">• If the employee wants to request to work from home they need to contact their school leader who will then contact the Vice President of Human Resources who will initiate the necessary paperwork.
<p>Return to Work concerns</p>	<ul style="list-style-type: none">• The school leader should contact the Vice President of Human Resources who will then contact the employee to discuss their reasoning for not wanting to return to work. A plan will be developed on an individual basis.
<p>Building Set-up</p>	
<p>Preparing the building for students' arrival in the Fall</p>	<ul style="list-style-type: none">• Provide an opportunity for teachers to set up their classrooms, while minimizing contact and maintaining social distancing at all times.• Provide opportunities for staff to set up the school building for the return of students.• Have a process in place for families to safely enter the school to enroll.<ul style="list-style-type: none">○ Work to manage the numbers based on the flow of traffic, encourage parents to be patient as you walk through this new process. Steps need to be taken to work within the



	<p>social distancing guidelines.</p> <ul style="list-style-type: none">○ Indicate six feet on floor with tape in all of the areas/stations you will be utilizing during this process as a guideline for families and staff● Try to wrap up as many things as possible when families enter the building at this time, for example: turn in or complete enrollment forms, drop off medications, order/pick-up uniforms, etc.● Try to make this process as quick and efficient as possible, remind families that this is not the time for extended socializing, and that there is faculty and staff on campus to assist with keeping the process moving along.
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