George Crockett Academy COVID-19 Preparedness and Response Plan

Name of School: *George Crockett Academy*

Address of School District: *4851 14th St, Detroit MI 48208*

District Code Number: 82937

Building Code Number(s): 82937

District Contact Person: Thomas Goodley, Jr.

District Contact Person Email Address: *thomas.goodley@leonagroup.com*

Local Public Health Department: Detroit Health Department

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

Name of Intermediate School District: *Wayne RESA*

Name of Authorizing Body: *Northern Michigan University*

Date of Adoption by Board of Directors: *August 11, 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.

Lisa Bey-Knight

President of the Board of Directors

8/11/2020

Date

Preparedness Plan Introduction

School Community Introduction of Efforts to Date

George Crockett Academy used during the initial school closure a mixed-media delivery format for academic instruction. This format consists of:

- Instructional packets developed in coordination with school leadership to ensure alignment and consistency with already established school resources. Packets were available for pick-up and can be mailed upon request.
- Staff followed a daily schedule and contacted students weekly.
- We provided over 150 chromebooks to families.
- We provided breakfast and lunch to all students during the closure.
- We used Moby Max as the primary web-based learning platform for assignments, instruction, student support, and feedback.
- We used google classroom and other web-based learning sites for leveled academic intervention, including but not limited to IXL, Khan Academy, Mobymax, Reading Eggs and RazKids.
- Use of telephone conversations, text messages, communication apps, and video chats to communicate with students and families about student learning.
- Families that needed additional "home learning" resources were given those items as needed.

School Mission, Vision and Core Values

School Mission

George Crockett Academy provides a nurturing, respectful and stimulating academic environment of responsible citizens who are critical thinkers in a global society.

School Vision

The entire George Crockett Academy community is committed to developing students who are self-respecting, respectful of others and dedicated to community service. The students of GCA are taught to believe in the power of law to solve problems for justice and equal rights. The Kwanzaa principles are the foundations of our visions:
Umoja (Unity)
Kujichagulia (Self-Determination)
Ujima(Creative Work & Responsibility)
Nia (Purpose)
Kuumba (Creativity)
Imani (Faith)

- We believe students should participate in community service to build connections within the community.

School Values

- We believe students should be independent learners and critical thinkers skilled in problem-solving.
- We believe in providing a safe, respectful and nurturing environment
- We believe all stakeholders must work as a team to ensure student success.
- We believe, by meeting basic needs, students will learn in a positive, nurturing and supportive environment.
- We believe all students learn differently; each student is unique, diverse and valued
- We believe words are powerful and need to be positive.
- We believe in using community resources to develop civic minded and law abiding citizens.
- We believe all stakeholders must be life-long learners.
- We believe in the importance of the home/school partnership.
- We believe in student centered, hands-on, experiential learning that enriches the learning environment.
- We believe in an environment that fosters high expectations embraced by all stakeholders.
- We believe in recognizing students' voices in the development of their learning to become effective communicators.
- We believe all stakeholders must be agents of positive change.
- We believe the use of technology is a tool to connect with the global world.

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 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.

Food Distribution - Lunch will be provided for students on Tuesdays and Thursdays. Families can come to the school to pick up lunches from 11:00 am – 11:45am Tuesday and Thursday until we are told that schools will reopen as normal. Parents will come to the parking lot to receive breakfast and lunch. It will be a self-serve process. We will also be delivering lunches to families by bus.

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REQUIRED in PHASE 1-3

Food Service, Gathering and Extracurricular Activities

- ❑ *Schools enact food distribution programs*
- ❑ *All inter-school activities are discontinued*
- ❑ *After-school activities are suspended.*

Child Care Providers:

We will not have child care services as we do not have a licensed child care provider in the building.

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.

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.

- Utilize a sign-in/out system for staff members, contactless sign-in/sign-out is strongly encouraged.
    - Google Form
    - QR code check-in/check-out
        - 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.
- In the early stages, minimize the number of people on site.
    - This information will be helpful for notification in the event of a possible exposure.
- Return staff in phases.
    - Phase one
        - Minimize the number of employees working on-site daily.
            - 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.

Determine summer hours and schedules according to phase one guidelines.

- Only essential visitors are allowed into the building (example: water leak, plumbing, facilities related approved vendors).
    - During the initial re-entry phase, essential visitors will perform a self-check prior to entering the office, 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.***
        - 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 essential visitor access to the facility
    - Please define a process for visit exceptions for specific, necessary purpose (example: parents or students)
    - Utilize a sign-in/out system for essential visitors, contactless sign-in/sign-out is strongly encouraged.
        - Google Form
        - QR code check-in/check-out
            - QR Code Generator | Create Your Free QR Codes
        - Utilizing own writing utensils if you are signing in and out

REQUIRED in PHASE 1-3

Spacing and Movement

- ❑ *Schools are closed for in-person instruction.*
- ❑ *School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction, as determined by school administrators.*

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 School Screener***
- ***Middle School Mental Health Screener***
- ***Student Questionnaire (K-8 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).

- *Include the members of your school's crisis team as well as the protocol and role of the team. In addition, add the Leona Group Trauma team and the role they play in trauma related situations.*

    - **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 asset 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 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**
    - **Cultivating Well-Being in Challenging Times** with Dr. Jean Clinton
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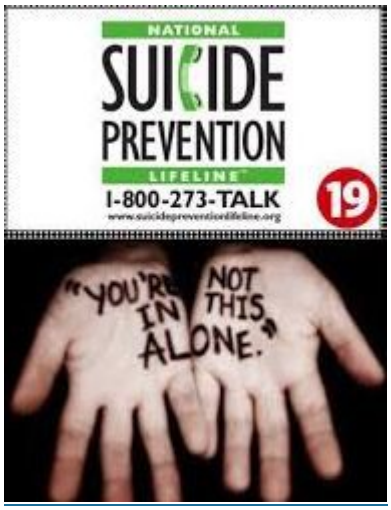


- National Suicide Prevention Lifeline: Chat from the website or call. From the website, "The National Suicide Prevention Lifeline is a national network of over 170 local crisis centers."
- You can call for the following reasons:
    - *Suicidal thoughts*
    - *Information on mental health/illness*
    - *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 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**
    - **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 list serve 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.
Our district is making every effort possible to ensure that all students have access to high quality remote instruction.
George Crockett Academy understands the necessity of providing learning and instruction in ways to accommodate varying needs of our students. Our plan is to use a virtual model of instruction using hard copy instructional packets and online learning platforms.

Students will have the opportunity to receive grade-level instructional packets. It will be expected that parents have basic learning supplies for their students including pencils, paper, and crayons. If a family does not have access to these supplies, they will be given the supplies needed, including Google Chromebooks and teacher created manipulatives. Parents will have the opportunity to pick-up packets, and other necessary school supplies if needed from the school's main entrance. Upon request, we are planning on mailing materials out for any families that haven't picked up supplies. In addition, George Crockett Academy will continue its use of online learning platforms for students with adequate technological materials and equipment. The Academy is strongly encouraging ongoing communication between our staff and parents. As a result of parent surveys, we identified 36% of our families without digital devices such as computers, tablets, or phones for adequate use. 9% of our families do have internet access to learn from home. Staff surveys indicate that students need technology equipment in order to be effective using remote learning. Our resolve as stated in this paragraph above is to provide Google Chromebooks for every student that needs one in addition to other manipulatives as aforementioned..

Based upon the feedback received from our staff, we discovered that many students needed some additional layers of instructional support. Therefore, in addition to utilizing Moby Max, we plan to incorporate instructional videos to assist students with mastery of the material.

Many families also need access to technology, including chromebooks and wireless hotspots. Thus, we plan to redistribute those materials before the first day of school to ensure that students are successful in every aspect.

Governance:

The Academy has a Return to Instruction and Learning working group that is led by the instructional coaches. This group is supported by the school leader, K-8 grade teachers, and both behavior specialists. We've gathered feedback from our stakeholders through surveys and phone calls and have adjusted our virtual learning plan under the section titled Alternative Modes of Instruction.

The plan will be posted on our website, notified via Class Dojo, Robocall, social media, and telephone communication from teachers and staff. Students will be informed through their Google Classrooms and email accounts.

Protocols for Remote Instruction:

George Crockett Academy is prepared to deliver content in multiple ways in order to ensure that all students are able to access the learning in meaningful ways. In order to make this happen, we commit to:

- Leverage the instructional coaches to provide professional development so that teachers are ready and able to deliver content in multiple ways.
- Teach Content: Setting goals using knowledge of each student, content area standards, and the Michigan Merit Curriculum.
- Deliver Flexible Instruction: 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.
- Conduct checkpoints with school leaders around curriculum and instruction and ongoing monitoring of student progress, specifically honing in on the progress of students in need of additional support.
- Endeavor to Engage Families: Communicating with families about engagement strategies to support students as they access the learning.
    - Knowing that families are critical partners, we will provide translations as necessary.
- We will remain connected with MDE about policies and guidance.

The main mode of delivery will be through virtual lessons, this will be supplemented with phone conferencing. Teachers will have defined office hours on a daily basis from 8:30 a.m. to 9:00 a.m. and from 3:00 to 3:30 p.m. where they will be available via phone and or virtual conferences for questions or needed supports for students.

During these unprecedented times, the connectedness and care for our students and one another is our first priority as we maintain a continuity of learning. The recommendations on assessment, we will benchmark test every student utilizing the online capability of the NWEA testing platform. This will allow the school admin and teachers to see areas of success and deficiencies of each child. From there teachers will be able to create interventions to meet students where they are currently performing. This pandemic, and the statewide suspension of in-person instruction, has impacted our entire society. The emphasis for schoolwork is on continuous learning, supported by monitoring and feedback.

1) Utilizing technology, teachers will monitor student access and assignment completion on a daily basis within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as they are completed (or on a daily basis). Teachers will differentiate instruction within the platform to meet each student's needs.
2) The Special Education Team developed a Contingency Learning plan that is individualized to each of our students receiving special education services. This form corresponds to the students eligibility, details accommodations and other supports that are necessary to access the academic materials being made available during this time, Schedule of teacher-parent consultation, Description of how progress toward goals will be tracked, and the development and progress for ancillary services that are being offered such as online social work and speech services. In addition to the instruction all students receive; students with disabilities or a Section 504 plan will also receive support/services to the extent possible as outlined in their IEPs or Section 504 plans to minimize any possible negative impacts that distance learning could cause as a result of this change in instructional methods. All service provided will be managed and monitored using service provider logs as well as other academic progress report documents.

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:

During these unprecedented times, the connectedness and care for our students and one another is our first priority as we maintain a continuity of learning. Students will be given devices if needed. They will be assessed, given feedback and graded on virtual work. This pandemic, and the statewide suspension of in-person instruction, has impacted our entire society. The emphasis for schoolwork is on continuous learning, supported by monitoring, feedback, assessments and grades.

- During virtual learning, teachers will monitor student access and assignment completion on a daily basis within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as they are completed (or on a daily basis). Teachers will differentiate instruction within the platform to meet each student's needs. Feedback may also be provided in the form of phone conversations as needed.
- Teachers will take attendance during virtual learning at the beginning and end of every content area change. If a student has an unexcused absence, a robocall or Class Dojo alert will be sent to the parent.

The Special Education Team developed a Contingency Learning plan that is individualized to each of our students receiving special education services. This form corresponds to the students eligibility, details accommodations and other supports that are necessary to access the academic materials being made available during this time, Schedule of teacher-parent consultation, Description of how progress toward goals will be tracked, and the development and progress for ancillary services that are being offered such as online social work and speech services. In addition to the instruction all students receive; students with disabilities or a Section 504 plan will also receive support/services to the extent possible as outlined in their IEPs or Section 504 plans to minimize any possible negative impacts that distance learning could cause as a result of

this change in instructional methods. All service provided will be managed and monitored using service provider logs as well as other academic progress report documents.

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.

The Special Education Team developed a Contingency Learning plan that is individualized to each of our students receiving special education services. This form corresponds to the students eligibility, details accommodations and other supports that are necessary to access the academic materials being made available during this time, Schedule of teacher-parent consultation, Description of how progress toward goals will be tracked, and the development and progress for ancillary services that are being offered such as online social work and speech services. In addition to the instruction all students receive; students with disabilities or a Section 504 plan will also receive support/services to the extent possible as outlined in their IEPs or Section 504 plans to minimize any possible negative impacts that distance learning could cause as a result of this change in instructional methods. All service provided will be managed and monitored using service provider logs as well as other academic progress report documents.

Not Implemented: *(Specifically identify which protocols on page 17-18 that are identified as **"Strongly Recommended"** that the Academy will not implement.)*

All strongly recommended safety protocols were implemented for Phase 1-3.

Operations Phase 1, 2, or 3

Facilities:

The Academy will continually audit and replenish necessary materials and supply chain for cleaning and disinfection supplies. We will continue to maintain the school in good working order to prepare for the return of students. The janitorial staff will wear surgical masks while they continue to execute the school cleaning and disinfection protocols according to the *CDC School Decision Tree*.

George Crockett Academy stands ready to mobilize disaster relief child care centers by opening classrooms, when called upon for support, if necessary. We are aware of the coordinated efforts of Wayne RESA Intermediate School District and check in regularly regarding the needs.

Technology:

George Crockett Academy will survey each family to see what technology is in the home, what kind of condition it is in, and how many devices are available to the students. Also, if they have internet access inside the home for remote learning. George Crockett Academy has set George Taylor, Dennis McIntosh and Thomas Goodley in charge of planning and communicating with the district technology team to discuss the needs of the district and the students.

George Crockett Academy currently has a technology plan that is reviewed on a yearly basis. Remote learning will occur in Phases 1, 2 and 3 of the COVID-19 pandemic. If needed, we will be issuing each student a school Chromebook for remote learning at home. Staff will have professional development/training on the latest technology and resources to use during remote learning and/or best practices throughout the school year. (Training and support for staff on adapting remote learning)

George Crockett Academy has assigned George Taylor to be the community-technology liaison/technology process leader and her contact information has been published on the school website. He will help parents transition into remote learning environments and provide support information to the families. We also have developed a school team that will assist the liaison when needed. Parent volunteers to assist with additional support will be identified if needed.

George Crockett Academy has created a help desk to safely bag devices once returned to the school. Once devices have been returned, repairs and replacement evaluations will be assigned to George Taylor. If accessories need to be ordered for summer, Mr. Taylor will notify the IT team. The Leona Group IT team has maintenance and sanitation routines in place when evaluating issues that may present themselves during remote learning.

All technology devices at George Crockett Academy are on an inventory list. An asset tag is affixed to each unit that records the make, model, serial number, grant and location. An inventory is conducted at the district every two years. All equipment that is signed out for student use is logged noting the date of sign out and the date of return. (Securly or GoGuardian for device tracking to avoid misplaced devices.)

George Crockett Academy will contact The Leona Group IT team to assist with processing, returning, and maintaining devices. If devices need maintenance that the Leona Group IT team cannot perform, they will contact the appropriate outside vendor to conduct the needed repairs.

George Crockett Academy has additional student and teacher devices on site to ensure that staff and students minimize the time that they go without a device.

George Crockett Academy works with The Leona Group IT team to test and maintain the WiFi access points or wired connections. Upon installation, Wifi access points are tested to ensure they are working properly. Once installed, the access points are monitored by the zone director. If an issue arises, the IT team is notified and repairs necessary issues.

Based on survey results, George Crockett Academy will be handing out Chromebooks for students in need to use during remote learning. Also, families that have indicated that they do not have internet access at home, they will be given a Comcast contact number in an effort to provide discounted internet service, to ensure that the student(s) and family can access the remote learning environment created by the academy.

George Crockett will contact The Leona Group IT team of any problems with Google G-Suite and online learning programs. Also, Securly will be used to monitor device usage during remote learning environments.

George Crockett Academy will contact teachers or The Leona Group IT team if students and families need assistance with troubleshooting problems when accessing online teaching resources and platforms.

George Crockett Academy will be using Google Classroom to assign, submit, and evaluate students during remote learning sessions. Powerschool will be used to formally keep track of students progress and activity during remote learning sessions.
George Crockett Academy will schedule ongoing staff training on platforms and tools to be used during remote learning sessions.

George Crockett Academy follows CIPA (Children's Internet Protection Act) guidelines to ensure that students and families are safe and secure.

- Access by minors to inappropriate matter on the Internet;
- The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
- Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
- Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- Measures restricting minors' access to materials harmful to them
- Accidental damage, theft, and loss of technology is as followed. Technology Code of Conduct

George Crockett Academy has been monitoring the technology needs of the district and procures equipment as needed for students and staff to ensure that remote learning can take place and provide quality learning for all students.

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 safety protocols were implemented for Phase 1-3.

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, with a medical doctor's note. 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:**
- George Crockett Academy utilizes our own bus to transport our students. 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. The

Academy will provide facial coverings for all students, staff for their ride home from the school.

❑ **Students:**

- Face coverings are mandatory in Phase 4 for ALL staff and students in grades 6-12 except to eat meals.
- Students in grades K-5 will be required to wear face covering in the hallways and common areas but not in the classrooms.
- Face coverings must be worn by all students grades K-12, staff and drivers during school transportation.
- The only exceptions will be health issues with a doctor's note.
- All staff will be required to wear face coverings. Shields may be available for staff.

The district is committed to providing supplies of personal protective equipment to students and staff members. Additional items such as hand sanitizer and disinfectant wipes will be provided to each classroom on a regular basis throughout the year. The district will monitor the usage of these materials and make decisions about additional purchases should the need arise.

The district will ensure that everyone entering the building be required to wear face coverings. All staff and students will be monitored throughout the day to ensure they are wearing their masks when they are indoors or near other students. Staff will review expectations daily and encourage students to respond appropriately. Face coverings will be provided if they don't have one. We will work with the students and their family but non-compliance will be addressed using the code of conduct. Additionally, if a student or family refuses to wear the face coverings as required, they may be transferred to the online program.

Our building does not have air conditioning and it would be impossible to provide air conditioning to all spaces between now and the start of school. The requirement by law is the use of facial coverings regardless of the air conditioning situation, so we are suggesting that windows remain open for continuous air flow to the classroom, weather permitting.

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 portable handwashing and/or hand sanitizing stations to set up throughout school buildings.
- Hygiene video will be required for all students and staff at the return of school to watch.
- All classrooms will be provided with hand sanitizer, paper towel, tissue, clorox wipes and disinfectant spray.
- When students enter the classroom, they should clean their hands with hand sanitizer.
- Students will be required to frequently wash their hands for 20 seconds or more. Alcohol-based hand sanitizer will be provided. Teachers are required to take students for a scheduled handwashing at least every 2-3 hours throughout the school day.
- Whole classes should go to the bathroom once in the morning and in the afternoon, during a scheduled/appointed time.
- There will be a custodian required on each floor to clean the bathroom after each class is done in the restroom.
- Students will be required to have their own supplies in order to limit sharing of any items if possible.
- Individual water bottles will be provided for all students
- Keyboards/computers or any shared material needs to be wiped down after each use.
- Students and teacher areas should be clean at all times.
- Only one person per locker and lockers should be cleaned weekly by custodial staff.
- Days that students eat in the classroom, desks should be cleaned before and after
- Remind students to keep their hands out of their faces, mouth, eyes and nose. This will be a harder task for students, but we will enforce this practice throughout the day.
- All students will be reminded to cover all coughs and sneezes with the inside of their upper arm or elbow. Please use a tissue or toilet paper if available.
- Students must be kept at home if they are feeling ill, no exceptions.

- If a student begins to feel ill, there will be a designated area for students to sit until their parent arrives. They will be required to have a letter from a doctor upon return.
- It will be mandatory to practice social distancing, stay at least six feet away from others.
- No hugs or shaking hands is permitted
- All students and staff are required to wear masks or a face shield
- All rooms, desks, door handles, light switches, etc. should be wiped down throughout the day and again at the end of the day.

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:

Designated Quarantine Areas:

A. *Since physical education classes are to be held either outside or in the classroom, a portion of the gym can be used as a designated quarantine area. Cots can be placed 6 feet apart for students who require rest. Another section of the gym can have cubicles 6 feet apart with computers. Students who have a temperature, but have no other symptoms, can work on Moby Max while they are waiting to be picked up and taken home.*

   This area will be monitored by either a staff member or a parent volunteer. If no funding is available to hire an additional staff member then the teaching staff will be placed on a rotating schedule to monitor this area during their prep period. Walkie Talkies will be available or a phone line will be installed for communication purposes. Compensation to the teaching staff will be determined by administration.

B. *Classrooms 300A and 300B can also be used as designated quarantine areas. 300A can have cots spaced 6 feet apart for students who need to rest. 300B can have cubicles (desks with shields) arranged 6 feet apart for students who have a temperature but no other symptoms that require them to use a cot. Students can work on Moby Max or another approved online learning site.*

Monitoring of these classrooms can be done as stated under A.

- *Additional masks will be provided to both students and staff.*

Symptomatic Students

Symptomatic students may return to school when they have been tested for COVID-19 and receive a Negative status or have completely recovered according to CDC guidelines.

Staff Self Monitoring

Staff will complete a health questionnaire daily before coming to the school. Upon entering the school building staff will have their temperature taken. If the temperature is 100.4 or greater, the staff member will be asked to isolate for 15 minutes and then have their temperature taken again. If any symptoms are present then the staff member will remain at home until they are either tested for COVID-19 with Negative results or have completely recovered according to CDC guidelines.

Student Monitoring

** Families are encouraged to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater should stay home and consider coronavirus testing if symptoms of COVID-19 are present.*

** Families are encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, should prompt the family to keep the student home from school and to follow up with a primary care provider.*

- *All students will have their temperature taken on arrival to school. If the student has a temperature of 100.4 or higher they will be isolated for 15 minutes and then their temperature will be retaken. If the student still has a temperature they should be sent home immediately if possible. If the parent is not on the school property the student will be sent to one of the quarantine areas until their parent or guardian arrives.*

Entrances and exits should be kept separate to keep traffic moving in a single direction.

- Students in grades K-2 will enter the school building through the main entrance.
- Students in grades 3-5 will enter the school building through the side door entrance.
- Students in grades 6-8 will enter the school building through the parking lot entrance.

- Students who ride the bus to school will enter through the main entrance. Their temperature will have already been taken prior to them getting onto the bus, so depending on those results they will either be directed to a quarantine area or go directly to their classroom.

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.

STRONGLY RECOMMENDED in PHASE 4 -

- 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.

Testing Protocols for Students and Staff of George Crockett Academy

Requirements from the Michigan Return to School Roadmap:

1. George Crockett Academy will cooperate with the local public health department regarding implementing protocols for screening students and staff. (TBD by Local or State Health Department)

Strongly Recommended from the Michigan Return to School Roadmap:

2. Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.
3. Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing.
4. Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
5. Families should be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.
6. In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.

Responding to Positive COVID Cases at George Crockett Academy:

Requirements from the Michigan Return to School Roadmap:

1. George Crockett Academy will cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must 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.

Strongly Recommended from the Michigan Return to School Roadmap:

2. Notify Public Health - Wayne County and/or City of Detroit, 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.

3. Public Health - Wayne County and/or City of Detroit will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure.

a. Public Health - Wayne County and/or City of Detroit, depending on the situation, may identify other contacts who require quarantine. Schools can help the Public Health - Wayne County and/or City of Detroit by collecting data and contact information of those exposed.

b. Staff will adhere to confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).

4. Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Public Health - Wayne County and/or City of Detroit will provide instruction about return to work, using the most current guidelines from the CDC for this determination.

5. Cleaning staff should wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.

6. If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

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. Class sizes should be kept to the level afforded by necessary spacing requirements.
- In classrooms where large tables are utilized, space students as far apart as feasible.
- As feasible, arrange all desks facing the same direction toward the front of the classroom.

- 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. α Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.

Food Service, Gathering, and Extracurricular Activities Protocols:

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:

Completely virtual:
The academy will provide a bagged breakfast and lunch for each student. Parents will be able to pick up the bagged meals prior to their students' virtual days of learning.

During our hybrid model:
For virtual learners, the academy will provide a bagged breakfast and lunch for each student. Parents will be able to pick up the bagged meals prior to their students' virtual days of learning. For in-person learners, breakfast and lunch will be served in their classrooms. Meals will be delivered to classrooms with disposable utensils. Meal clean-up will be done directly after the meal is finished. Staff and students will wash their hands before and after their meal. To count the meals, teachers will have a list with their students names and check which students received a meal.

Recess will be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, they will play in designated areas and students will wear facial coverings.

Assemblies and school-sanctioned events will be telecasted into the classrooms.

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.

- 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 and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.
- Create a plan for getting students home safely if they are not allowed to board the vehicle. Every precaution will be taken to transport students to school in a manner that supports the safety and health of the drivers and other students. In the event that a student is visibly ill, the driver will contact the school or further directions including contacting the parent or transporting the child to school using social distancing guidelines for quarantine.
- Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.
- 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. In the event of a reported illness during the school day, parents will be notified to pick up children from school. Should parent transportation be unavailable, the Office of Student Transportation will work on an individual basis with each family to provide a safe route home.
- 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. To the fullest extent possible, windows will be opened to provide proper ventilation.
- Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.

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:

- An option would be to send a questionnaire home regarding "student health" or underlying health conditions of students.
- 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

Not Implemented:

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 AssistanceProgram, 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).

- ***Crisis Plan:***
    - **https://drive.google.com/file/d/1eecB2UX7NPAT35D1dUkIqosdg_ESs649/view?usp=sharing**
    - 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

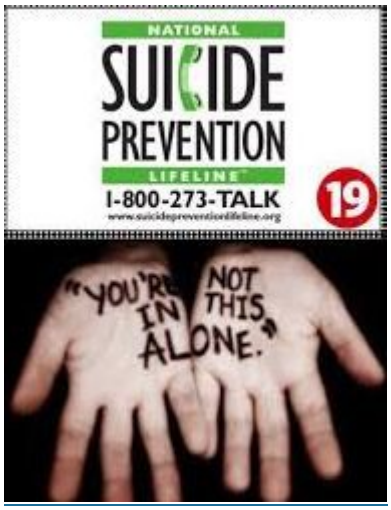
- Will determine and share what resources are available in your community for staff self-care including resiliency strategies. (As an example: Eaton RESA.)
- Identify gaps in resources
    - The mental health provider is encouraged to do a monthly "check in" assessment by the mental health provider (virtually) to engage and asset 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 list serve 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 DE stigmatization 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 will 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

Not Implemented: *(Specifically identify which protocols on page 29 that are identified as **"Strongly Recommended"** that the Academy will not implement.)*

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 Thomas Goodley* and composed of a broad group of stakeholders such as:

Feedback was gathered from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations. The 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:

The Academy will begin virtual learning from September 8 through September 30, 2020.

- Depending on the Phase our region is in and the recommendations of the local health department we plan to activate hybrid learning programs on September 8, 2020 at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.
- Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:
    - Best practices for blended or remote learning;
    - Grade-level proficiencies;
    - Modes of student assessment and feedback;
    - Differentiated support for students;
    - The inclusion of social-emotional learning;
    - Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.
- Set an instructional vision that ensures that:
    - Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
    - Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
    - Every students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
- Secure supports for students who are transitioning to postsecondary.
- The Academy will implement grade-level curricula that are aligned to Michigan preK-12 standards.
    - Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
- Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
- Remain connected with MDE about policies and guidance.

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.

- ❏ Expectations around their child's return to school;
  - ❏ Total remote learning and hybrid for the first quarter;
  - ❏ Complete baseline(pre) assessment in-person in small groups, and continue to follow Michigan's K-12 curriculum.
  - ❏ The Academy will provide a schedule for each child and give an explanation about the hybrid configurations.
  - ❏ In the beginning of the second quarter, depending on the local health department's recommendations, the Academy will implement a hybrid plan,
    - ❏ Families will be given the opportunity to remain virtual if they prefer
    - ❏ Separate each grade level into two groups (A/B); in-person and remote learning
    - ❏ Monday/Tuesday Group A in-person, Group B virtual

- ❑ Friday Group A & B Virtual (Teachers report and building will be deep cleaned)
- ❑ Wednesday/Thursday Group A virtual, Group B in-person
- ❑ Group B picks up meals on Mondays, Group A picks up meals on Thursdays (3 days' worth of meals)

- ❑ The Academy will provide resources that demonstrate the school values parents as partners in their child's education. Offer family supports that provide families with:
  - ❑ Training about how to access and use the school's chosen digital systems and tools;
  - ❑ Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
  - ❑ Opportunities to build their digital literacy;
  - ❑ Strategies to support their child's learning at home.

Professional Learning:

The school will provide professional development to staff before reopening.

Training opportunities will include:

- Professional Learning Communities focused on:
  - Curriculum Planning
  - Differentiated Instruction to meet needs of students
  - Analyzing and responding to data
  - Strategies for gap closing
- Restorative supports for teachers and learning around equity and implicit bias, culturally responsive education
- Trauma-informed practices
- Training specific to newly adopted curriculum, technology, and resources (including online platforms)
- 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.

Monitoring:

- The Academy will ensure that every student:

    - Has access to standards-aligned, grade level instruction, including strategies to accelerate student learning;
    - Is assessed to determine student readiness to engage in grade-level content;
    - Is offered scaffolds and supports to meet their diverse academic and social emotional needs.
- Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
- Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
- Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
- Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.
- Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.
- If hybrid, activate plans to monitor and assess the following:
    - Connectivity and Access:
        - Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
    - Attendance:
        - Develop systems to monitor and track students' online attendance on a daily basis.
    - Student Work:
        - Teachers will assess the quality of student work and provide feedback to students and families.
        - Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

Equitable Services:

When the academy provides in-person instruction to its students without disabilities, the academy will also provide in-person instruction to its students with disabilities, consistent with their individualized education plans. When the Academy will use any form of remote or hybrid learning models during Phase 4 of the Michigan Safe Start Plan, the Academy plans to ensure students with disabilities receive equitable services and in compliance with their individualized education programs, including the provision of auxiliary services.

- Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
    - Commence intervention and support services.
    - Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
    - Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
- Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.
- Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.

Not Implemented:

There is no protocol that the academy didn't already have in place!
All strongly recommended safety 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:

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

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

Staff Protocols:

- ❑ Support schools in assessing student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).
- ❑ Support schools in conducting staff and student outreach to understand who is coming back.

- ❏ For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.
- ❏ Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).
- ❏ For students, this should include those with preexisting conditions who may need a remote learning environment.

❏ Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
❏ Recruit, interview and hire new staff as needed.
❏ Communicate any student enrollment or attendance policy changes with school staff and families.
❏ Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely. α Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
❏ Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
❏ Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.
❏ Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
❏ Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars. MI Safe Start | Phases 4 Operations 35 Governor Gretchen Whitmer MI Return
❏ Work with school leaders to orient new school staff to any operational changes.
❏ Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
❏ Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology Protocols:

Before Reopening for In-Person

George Crockett Academy will survey each family to see what technology is in the home, what kind of condition it is in, and how many devices are available to the students. Also, if they have internet access inside the home for remote learning.

George Crockett currently has a technology plan that is reviewed on a yearly basis. Remote learning will occur in Phases 1, 2 and 3 of the COVID-19 pandemic. If needed, we will be issuing each student a school Chromebook for remote learning at home. George Crockett has a partnership with Comcast to supply internet access to families at a discounted rate. Staff will have professional development/training on the latest technology and resources to use during remote learning and/or best practices throughout the school year. (Training and support for staff on adapting remote learning)

George Crockett Academy has assigned George Taylor to be the community-technology liaison/technology process leader and her contact information has been published on the school website. He will help parents transition into remote learning environments and provide support information to the families. We also have developed a school team that will assist the liaison when needed. Parent volunteers to assist with additional support will be identified if needed.

George Crockett Academy has created a help desk to safely bag devices once returned to the school. Once devices have been returned, repairs and replacement evaluations will be assigned to The Leona Group IT team. If accessories need to be ordered for summer, the help desk will notify the IT team. The Leona Group IT team has maintenance and sanitation routines in place when evaluating issues that may present themselves during remote learning.

All technology devices at George Crockett Academy are on an inventory list. An asset tag is affixed to each unit that records the make, model, serial number, grant and location. An inventory is conducted at the district every two years. All equipment that is signed out for student use is logged noting the date of sign out and the date of return. (Securly or GoGuardian for device tracking to avoid misplaced devices.)

George Crockett Academy will contact The Leona Group IT team to assist with processing, returning, and maintaining devices. If devices need maintenance that the Leona Group IT team cannot perform, they will contact the appropriate outside vendor to conduct the needed repairs.

George Crockett Academy has additional student and teacher devices on sight to ensure that staff and students minimize the time that they go without a device.

George Crockett Academy works with The Leona Group IT team to test and maintain the WiFi access points or wired connections. Upon installation, Wifi access points are tested to ensure they are working properly. Once installed, the access points are monitored by the zone director. If an issue arises, the IT team is notified and repairs necessary issues.

Based on survey results, George Crockett Academy will be handing out Chromebooks for students in need to use during remote learning. Also, families that have indicated that they do not have internet access at home, they will be given a Comcast contact number in an effort to provide discounted internet service, to ensure that the student(s) and family can access the remote learning environment created by the academy.

George Crockett Academy will contact The Leona Group IT team of any problems with Google G-Suite and online learning programs. Also, Securly will be used to monitor device usage during remote learning environments.

George Crockett Academy will contact teachers or The Leona Group IT team if students and families need George Crockett assistance with troubleshooting problems when accessing online teaching resources and platforms.

George Crockett Academy will be using Google Classroom to assign, submit, and evaluate students during remote learning sessions. Powerschool will be used to formally keep track of students progress and activity during remote learning sessions.
Northridge Academy will schedule ongoing staff training on platforms and tools to be used during remote learning sessions.

George Crockett Academy follows CIPA (Children's Internet Protection Act) guidelines to ensure that students and families are safe and secure.

- Access by minors to inappropriate matter on the Internet;
- The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
- Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
- Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- Measures restricting minors' access to materials harmful to them
- Accidental damage, theft, and loss of technology is as followed. Technology Code of Conduct

George Crockett Academy has been monitoring the technology needs of the district and procures equipment as needed for students and staff to ensure that remote learning can take place and provide quality learning for all students.

If Schools are Instructed to Close for In-Person Instruction

The Academy will deploy digital learning devices and move to virtual learning.

George Crockett Academy has created a help desk to safely bag devices once returned to the school. Once devices have been returned, repairs and replacement evaluations will be assigned to The Leona Group IT team. If accessories need to be ordered for summer, the help desk will notify the IT team. The Leona Group IT team has maintenance and sanitation routines in place when evaluating issues that may present themselves during remote learning.

George Crockett Academy works with The Leona Group IT team to test and maintain the WiFi access points or wired connections. Upon installation, Wifi access points are tested to ensure they are working properly. Once installed, the access points are monitored by the zone director. If an issue arises, the IT team is notified and repairs necessary issues.

The Academy will employ teachers and others to organize and centralize online resources that were created, published, or distributed during the closure period.

The Academy will compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.

The Academy will review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district.

The Academy will continue infrastructure evaluations until all issues are resolved.
The Academy will identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.

Transportation Protocols:

We have one bus and one bus driver that transports students to and from school and events. Our bus will be utilized as needed to provide food to students.

Not Implement:

All strongly recommended operation protocols were implemented for Phase 4.

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:

While Phase 4 is definitely more rigid than Phase 5, the Academy realizes the necessity of continuity of a solid and safe plan for sustained health and well-being. Phase 4 is restricted to this realization lends influence of continuance of wearing face masks daily. In Phase 4, only special education teachers are wearing clear masks, now in Phase 5 ALL teachers will wear clear masks. Hygiene will continue in Phase 5 as it is in Phase 4. Unlike Phase 4 in which everyone will sanitize AND wash their hands every two to three hours. In Phase 5, everyone will sanitize OR wash hands. In Phase 5 in the area of movement, all tasks are recommended. In Phase 4, there are highly recommended items.

Personal Protective Equipment Protocols:

- ❏ The Academy will continue to require facial coverings, which will 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.
    - ❏ All teachers, including special education teachers should consider wearing clear masks.
    - ❏ Homemade facial coverings should be washed daily.
    - ❏ Disposable facial coverings should be disposed of at the end of each day.
- ❏ Facial coverings should always be worn in hallways and common areas by preK-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering should not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, should not wear one. Facial coverings

may be homemade or disposable level-one (basic) grade surgical masks. If social distancing and cohorting is practiced and enforced, facial coverings for students in grades preK-5 are encouraged but not required.

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

Hygiene Protocols:

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

Spacing, Movement and Access:

During Phase 5, we will continue to follow the same protocol as in phase 4:

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

- Space desks three to six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.
- In classrooms where large tables are utilized, space students as far apart as feasible.
- As feasible, arrange all desks facing the same direction toward the front of the classroom. 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 three to six foot intervals where line formation is anticipated.
- Provide social distancing floor/seating markings in waiting and reception areas. α 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.

Screening Protocols for 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 Protocols 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 Protocols for Students and Staff:

- ❑ The Academy has identified and designated a quarantine area and a staff person to care for children who become ill at school.
- ❑ Students who become ill with symptoms of COVID-19 at school should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
- ❑ Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
- ❑ Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.
- ❑ Students who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and be transported by their parent/guardian, emergency contact, or ambulance, if clinically unstable, for off-site testing.
- ❑ Staff who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and should be transported for off-site testing.
- ❑ Parents and guardians should be notified of the presence of any laboratory positive or clinically diagnosed cases in the classroom and/or school to encourage closer observation for any symptoms at home.
- ❑ Symptomatic students and staff sent home from school should be kept home until they have tested negative or have been released from isolation according to CDC guidelines.
- ❑ In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes within six feet to the student or staff member) so that they can be quarantined at home. Classmates

should be closely monitored for any symptoms. At this time, empiric testing of all students in the class is not recommended. Only those that develop symptoms require testing.

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

Food Service Protocols:

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

Athletic and Extracurricular Activity Protocols:

- Indoor spectator events are limited to 50 people. Large scale outdoor spectator or stadium events are limited to 250 people. Spectators not part of the same household must always maintain six feet of distance from one another.
- Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.

- All equipment must be disinfected before and after use of Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.
- Each participant should use a clearly marked water bottle for individual use. There should be no sharing of this equipment.

Cleaning Protocols:

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

Transportation Protocols:

During Phase 5, the Academy will continue following the protocols from Phase 4 and all guidelines.

Medically Vulnerable Students and Staff Protocols:

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

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

- Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating

students with special healthcare needs and updating their care plans as needed to decrease their risk for exposure to COVID-19.

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

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 are implemented during Phase 5.

Mental & Social-Emotional Health Phase 5

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:

- An option would be to send a questionnaire home regarding "student health" or underlying health conditions of students.
- 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

Not Implemented:

All strongly recommended safety protocols were implemented for Phase 4.

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 AssistanceProgram, 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).

- ***Crisis Plan:***
  - **https://drive.google.com/file/d/1eecB2UX7NPAT35D1dUkIqosdg_ESs649/view?usp=sharing**
  - 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 asset 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.

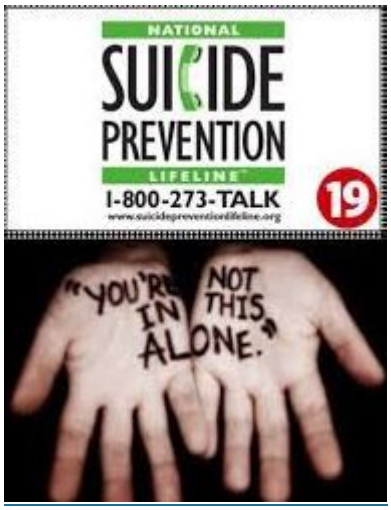
- Staff well-being
    - Educators and caregivers play a critical role in helping their students self-regulate and cope with stress, often ignoring their own needs in the process. This is

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 list serve 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 DE stigmatization 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 will 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 strongly 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 Thomas Goodley* and composed of a broad group of stakeholders.

Feedback was gathered from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations. The 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 begin virtual learning from September 8 through September 30, 2020.

- Depending on the Phase our region is in and the recommendations of the local health department we plan to activate hybrid learning programs on September 8, 2020 at scale to deliver standards-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Consult MDE for high-quality digital resources.
- Make expectations clear to school leaders and teachers around hybrid or remote instruction that include:
    - Best practices for blended or remote learning;
    - Grade-level proficiencies;
    - Modes of student assessment and feedback;
    - Differentiated support for students;
    - The inclusion of social-emotional learning;
    - Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.
- Set an instructional vision that ensures that:
    - Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
    - Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
    - Every students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.
- Secure supports for students who are transitioning to postsecondary.
- The Academy will implement grade-level curricula that are aligned to Michigan preK-12 standards.
    - Support teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.
- Inventory all intervention programs and services available to students on the district and school level and identify any gaps.
- Remain connected with MDE about policies and guidance.

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.

- ❏ Expectations around their child's return to school;
  - ❏ Total remote learning and hybrid for for the first quarter;
  - ❏ Complete baseline(pre) assessment in-person in small groups, and continue to follow Michigan's K-12 curriculum.

- ❏ The Academy will provide a schedule for each child and give an explanation about the hybrid configurations.
- ❏ In the beginning of the second quarter, depending on the local health department's recommendations, the Academy will implement a hybrid plan,
    - ❏ Families will be given the opportunity to remain virtual if they prefer
    - ❏ Separate each grade level into two groups (A/B); in-person and remote learning
    - ❏ Monday/Tuesday Group A in-person, Group B virtual
    - ❏ Friday Group A & B Virtual (Teachers report and building will be deep cleaned)
    - ❏ Wednesday/Thursday Group A virtual, Group B in-person
    - ❏ Group B picks up meals on Mondays, Group A picks up meals on Thursdays (3 days worth of meals)

- ❏ The Academy will provide resources that demonstrate the school values parents as partners in their child's education. Offer family supports that provide families with:
    - ❏ Training about how to access and use the school's chosen digital systems and tools;
    - ❏ Supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child;
    - ❏ Opportunities to build their digital literacy;
    - ❏ Strategies to support their child's learning at home.

Professional Learning:

The school will provide professional development to staff before reopening.

Training opportunities will include:

- Professional Learning Communities focused on:
    - Curriculum Planning
    - Differentiated Instruction to meet needs of students
    - Analyzing and responding to data
    - Strategies for gap closing
- Restorative supports for teachers and learning around equity and implicit bias, culturally responsive education
- Trauma-informed practices
- Training specific to newly adopted curriculum, technology, and resources (including online platforms)
- 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.

Monitoring:

- The Academy will ensure that every student:
    - Has access to standards-aligned, grade level instruction, including strategies to accelerate student learning;
    - Is assessed to determine student readiness to engage in grade-level content;
    - Is offered scaffolds and supports to meet their diverse academic and social emotional needs.
- Conduct checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
- Review student data to identify overall trends and gaps in student learning to design systemic supports and interventions.
- Procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs.
- Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote instruction.
- Determine and activate structures outside of the regular school day, such as summer learning options, extended day, and after-school programming, to potentially be leveraged to support students in need of additional support.
- Support schools to communicate regularly with families in their home language about their child's progress and the targeted plans for students in need of additional support.
- If hybrid, activate plans to monitor and assess the following:
    - Connectivity and Access:
        - Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
    - Attendance:
        - Develop systems to monitor and track students' online attendance on a daily basis.
    - Student Work:
        - Teachers will assess the quality of student work and provide feedback to students and families.
        - Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.

Equitable Services:

When the academy provides in-person instruction to its students without disabilities, the academy will also provide in-person instruction to its students with disabilities, consistent with their individualized education plans. When the Academy will use any form of remote or hybrid learning models during Phase 4 of the Michigan Safe Start Plan, the Academy plans to ensure students with disabilities receive equitable services and in compliance with their individualized education programs, including the provision of auxiliary services.

- Revise students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's evolving needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
    - Commence intervention and support services.
    - Plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
    - Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
- Develop a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.
- Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.

Not Implemented:

There is no protocol that the academy didn't already have in place!
All strongly recommended safety protocols were implemented for Phase 5.

Operations Phase 5

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:

Before Reopening for In-Person

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

- Maintain facilities for resumption of school operations.

Staff Protocols:

- ❑ Support schools in assessing student arrival protocols. This should include how students arrive at and depart from school (e.g., school bus, dropped off via car, drive themselves, walk, public transportation).
- ❑ Support schools in conducting staff and student outreach to understand who is coming back.
    - ❑ For staff, this should include a breakdown of the staff – administrators, educators, support staff, full-time nurses, part-time nurses, school counselors, etc.
    - ❑ Develop a staffing plan to account for teachers and staff who are not returning or are at risk (i.e., those who are 65 years or have an underlying medical condition and decide not to return).
    - ❑ For students, this should include those with preexisting conditions who may need a remote learning environment.
- ❑ Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
- ❑ Recruit, interview and hire new staff as needed.
- ❑ Communicate any student enrollment or attendance policy changes with school staff and families.
- ❑ Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely. ɑ Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).
- ❑ Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
- ❑ Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally. Create a master list of any changes to distribute at the first staff meeting.
- ❑ Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.
- ❑ Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars. MI Safe Start | Phases 4 Operations 35 Governor Gretchen Whitmer MI Return
- ❑ Work with school leaders to orient new school staff to any operational changes.
- ❑ Create master teaching schedules, student and faculty arrival/dismissal schedules, bus schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.
- ❑ Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology Protocols:
Before Reopening for In-Person

George Crockett Academy will survey each family to see what technology is in the home, what kind of condition it is in, and how many devices are available to the students. Also, if they have internet access inside the home for remote learning.

George Crockett currently has a technology plan that is reviewed on a yearly basis. Remote learning will occur in Phases 1, 2 and 3 of the COVID-19 pandemic. If needed, we will be issuing each student a school Chromebook for remote learning at home. George Crockett has a partnership with Comcast to supply internet access to families at a discounted rate. Staff will have professional development/training on the latest technology and resources to use during remote learning and/or best practices throughout the school year. (Training and support for staff on adapting remote learning)

George Crockett Academy has assigned George Taylor to be the community-technology liaison/technology process leader and her contact information has been published on the school website. He will help parents transition into remote learning environments and provide support information to the families. We also have developed a school team that will assist the liaison when needed. Parent volunteers to assist with additional support will be identified if needed.

George Crockett Academy has created a help desk to safely bag devices once returned to the school. Once devices have been returned, repairs and replacement evaluations will be assigned to The Leona Group IT team. If accessories need to be ordered for summer, the help desk will notify the IT team. The Leona Group IT team has maintenance and sanitation routines in place when evaluating issues that may present themselves during remote learning.

All technology devices at George Crockett Academy are on an inventory list. An asset tag is affixed to each unit that records the make, model, serial number, grant and location. An inventory is conducted at the district every two years. All equipment that is signed out for student use is logged noting the date of sign out and the date of return. (Securly or GoGuardian for device tracking to avoid misplaced devices.)

George Crockett Academy will contact The Leona Group IT team to assist with processing, returning, and maintaining devices. If devices need maintenance that the Leona Group IT team cannot perform, they will contact the appropriate outside vendor to conduct the needed repairs.

George Crockett Academy has additional student and teacher devices on sight to ensure that staff and students minimize the time that they go without a device.

George Crockett Academy works with The Leona Group IT team to test and maintain the WiFi access points or wired connections. Upon installation, Wifi access points are tested to ensure they are working properly. Once installed, the access points are monitored by the zone director. If an issue arises, the IT team is notified and repairs necessary issues.

Based on survey results, George Crockett Academy will be handing out Chromebooks for students in need to use during remote learning. Also, families that have indicated that they do not have internet access at home, they will be given a Comcast contact number in an effort to provide discounted internet service, to ensure that the student(s) and family can access the remote learning environment created by the academy.

George Crockett Academy will contact The Leona Group IT team of any problems with Google G-Suite and online learning programs. Also, Securly will be used to monitor device usage during remote learning environments.

George Crockett Academy will contact teachers or The Leona Group IT team if students and families need George Crockett assistance with troubleshooting problems when accessing online teaching resources and platforms.

George Crockett Academy will be using Google Classroom to assign, submit, and evaluate students during remote learning sessions. Powerschool will be used to formally keep track of students progress and activity during remote learning sessions.
Northridge Academy will schedule ongoing staff training on platforms and tools to be used during remote learning sessions.

George Crockett Academy follows CIPA (Children's Internet Protection Act) guidelines to ensure that students and families are safe and secure.

- Access by minors to inappropriate matter on the Internet;
- The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
- Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
- Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- Measures restricting minors' access to materials harmful to them
- Accidental damage, theft, and loss of technology is as followed. Technology Code of Conduct

George Crockett Academy has been monitoring the technology needs of the district and procures equipment as needed for students and staff to ensure that remote learning can take place and provide quality learning for all students.

If Schools are Instructed to Close for In-Person Instruction

The Academy will deploy digital learning devices and move to virtual learning.

George Crockett Academy has created a help desk to safely bag devices once returned to the school. Once devices have been returned, repairs and replacement evaluations will be assigned to The Leona Group IT team. If accessories need to be ordered for summer, the help desk will notify the IT team. The Leona Group IT team has maintenance and sanitation routines in place when evaluating issues that may present themselves during remote learning.

George Crockett Academy works with The Leona Group IT team to test and maintain the WiFi access points or wired connections. Upon installation, Wifi access points are tested to ensure they are working properly. Once installed, the access points are monitored by the zone director. If an issue arises, the IT team is notified and repairs necessary issues.

The Academy will employ teachers and others to organize and centralize online resources that were created, published, or distributed during the closure period.

The Academy will compile technology-facing lessons learned for inclusion in the district's updated remote learning plan.

The Academy will review issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes in your district.

The Academy will continue infrastructure evaluations until all issues are resolved.
The Academy will identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.

Transportation Protocols:

We have one bus and one bus driver that transports students to and from school and events. Our bus will be utilized as needed to provide food to students.

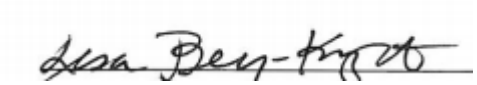
All strongly recommended operation protocols were implemented for Phase 5.

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: 8/11/2020

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



Link to the approved Plan posted on the District/PSA school website:

https://www.crockettacademy.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: Thomas Goodley

Date Received by the Authorizing Body: 8/12/2020

Date Submitted to State Superintendent and State Treasurer: