



FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

COVID-19 Preparedness and Response Plan 2020-2021

Blended Learning Academies Credit Recovery High School

INSTRUCTIONS:

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

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

COVID-19 Preparedness and Response Plan

Address of School District: 1754 E. Clark Rd., Lansing, MI 48906

District Code Number: 33915

Building Code Number(s): 02371

District Contact Person: Greg Morris

District Contact Person Email Address: gmorris@blendedacademies.org

Local Public Health Department: Ingham County Health Department

Local Public Health Department Contact Person Email Address: lsvail@ingham.org

Name of Intermediate School District: Ingham Intermediate School District

Name of Authorizing Body: Ferris State University

Date of Adoption by Board of Directors: August 11, 2020



Assurances

- The Academy will cooperate with local public health authorities if a confirmed case of COVID-19 is identified and, in particular, will collect the contact information for any close contacts of the affected individual from two days before he or she shows symptoms to the time when he or she was the last present at the Academy.
- The Academy acknowledges that it is subject to the rules governing workplace safety established in section 1 of Executive Order 2020-114 or any successor order, and has adopted a Workplace Preparedness Plan. A copy of this plan is attached.
- The Academy will be or is closed to in-person instruction when the region in which it is in is in Michigan Safe Start Plan Phases 1-3.
- The Academy's sponsored inter-school, after school activities and athletics will be suspended when the region in which it is in is in Michigan Safe Start Plan Phases 1-3.
- The Academy will comply with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- The Academy will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement if applicable.
- The Academy prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.

Marcus Kirkpatrick
President of the Board of Directors

August 11, 2020
Date



Introduction and Overview

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

Academy Narrative:

Blended Learning Academies Credit Recovery Alternative High School is a Michigan based tuition free public-school academy. We aim to individualize each student's learning plan based upon the Common Core State Standards through our use of one to one technology enriched instruction. Our goal is to focus on students and have them take ownership of their learning, which is guided by highly qualified educators within their content area fields. Our students' success will be based on individualized support for them; appropriate, challenging education; and a collegial environment where every child can reach his or her potential. We are prepared to give each student the utmost in academic excellence, as well as provide the life skills and restorative practices that will serve our students upon entering the global community. Blended Learning Academies supports the emotional and academic strengths of 9-12 grade students in an educational environment that encourages all students to meet or exceed their intellectual and personal potential. Blended Learning Academies will provide and cultivate a positive and supportive learning environment that exposes students, through innovative teaching and learning strategies and practices, to events, opportunities and environments that will assist each individual student to become successful and productive citizens in college, work and life.

When developing our Continuity of Learning Plan, along with, our Reopening of Schools Plan we researched and utilized multiple plans and organizations, such as, State of Michigan's Roadmap to Reopen, CDC's guide to reopen schools, Ingham Intermediate School District's recommendations and Ingham County's Health Departments recommendations and safe workplace guidelines, etc. Our guiding principles is inclusive of maintaining positive social emotional relationships, being able to provide social emotional learning opportunities, along with, community and agency supports for those in need. We also considered being able to sustain all technological options, such as, providing chrome books, Wi-Fi hotspots and our ability to provide seamless in person to virtual instruction on a moments notice to assist with sustaining student engagement at the highest level. We incorporated all our school communities' stakeholders to assist with the development of our reopening plan. Multiple surveys, individual contacts and staff meetings discussing all viable options were taken into consideration.



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

Phase 1, 2, or 3 Safety Protocols

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

Academy Narrative:

During Phase 1, 2, or 3 all safety protocols will be adhered to. Blended Learning Academies will be closed for in-person instruction. We will follow all safety protocols for Phase 1, 2, or 3 when staff or contractors utilize the building to maintain necessary minimum basic school operations. We again will utilize Bath Community Schools for our food distribution for those students and their families that are in need. Blended Learning Academies does not provide a licensed child-care service, athletics or busing. Blended Learning Academies will not be used by a licensed child-care program. School employees may utilize the school building to provide live remote instruction or access school supplies to provide all school to home learning packets that students or teachers feel best meets the needs for those individual students, etc. Contractors would be allowed to access the school building on an as needed basis to repair or replace any building infrastructure repairs that are deemed necessary by the school administrator and owner. We will once again utilize Bath Community Schools food services for our food distribution. During the COVID-19 shutdown of school year 2019-20, utilizing Bath Community Schools proved to be highly successful and communication agreements with Bath Community Schools is already in place and will be utilized and instituted immediately if we open in or are reduced to provide educational services in Phase 1, 2, or 3. Since the March 16, 2020 shutdown, we have done daily cleaning and disinfected services and will continue to do so in every Phase of the State of



Michigan's Roadmap to Reopening Schools. Blended Learning Academies provides no transportation services.

Blended Learning Academies will utilize a variety of alternative modes of instruction other than in-person instruction. We will primarily use our purchased online 9-12 curriculum (Edify/Kickstand) purchased through Kent Intermediate School District that meets the Michigan Merit Curriculum and the State of Michigan, Michigan Department of Education standards. We will also use phone, text, email and video conferencing as a communication platform. In addition to the online curriculum we will also provide distance learning packets for those students requesting an alternative mode of instruction and for those students that do not have internet access. We will also continue with a calendar of assignments, ability to retrieve assignments/turn them in, and allow for student to teacher/teacher to student feedback and communication. We will utilize Google Classroom and ZOOM for classroom instruction and communication with students in a 1:1 setting. Course/grade-level specific application will continue to be used in enhancing engagement, creativity, and productivity. We have communicated with families since March 16, 2020 and have held three days of Chromebook/technology distribution/pick-up to ensure all families have a technological device to access their education. In addition, we have purchased Wi-Fi/hot spots for those families that lack internet access in their homes.



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

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

Academy Narrative:

Blended Learning Academies will continue to implement a mental health screening for all students by a trained professional, if possible a School Social Worker. The screening will be compliant with HIPAA and FERPA policies. The screening instructions will provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines. Blended Learning Academies have established and communicated guidelines to all staff regarding identification and the rapid referral of all at-risk students to the appropriate building-level support teams. Blended Learning Academies provides to all staff timely, responsive, and ongoing training/professional development as well as the 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. At this time, all staff are attending a three-day national conference on social emotional learning, trauma-informed and restorative best practices, which is scheduled for July 29-31, 2020. Blended Learning Academies has a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed. Blended Learning Academies maintains and regularly updates a comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources. Blended Learning Academies has an ongoing reporting protocol for school staff to evaluate physical and mental health status. We provide resources for staff self-care, inclusive of resiliency strategies. We have designated the School Social Worker and building Principal as mental health liaisons who will work across the school, local public health agencies, and community partners. We will continue to leverage all MDE resources for student and staff mental health and wellness support. We have multiple communication channels for school stakeholders to address mental health concerns resulting from COVID-19, for example, email, texts, all calls, etc. We provide ongoing communication with parents and guardians, via a variety of channels, our return to school transition information that includes: a Destigmatization of COVID-19, an understanding of normal behavioral responses to crises, an in general, best practices of talking through trauma with their children, that includes positive self-care strategies that promote health and wellness.



Phase 1, 2, or 3 Instruction

- All protocols included on pages 17-18 of the Roadmap are “**Strongly Recommended.**”
- Describe the alternative modes of instruction that will be used while in-person instruction is suspended. Reflect upon the challenges and successes of implementing your Continuity of Learning and COVID-19 Response Plan, incorporate feedback from your school community, and outline in detail how you will ensure continued student learning. Specifically include a summary of materials each student and the student’s parents or guardians will need to meaningfully access the alternative modes of instruction.
- Describe how the Academy will strive in good faith and to the extent practicable, based on available resources, technology, curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities consistent with their individualized education plans, including the provision of auxiliary services.
- Use the protocols listed on pages 17-18 of the Roadmap, as well as other best practices, as a guide in outlining and highlighting your plan for remote instruction.
- Specifically identify which protocols on pages 17-18 that are identified as “**Strongly Recommended**” that the Academy will not implement.

Academy Narrative:

Governance: Blended Learning Academies has a Return to Instruction and Learning working group, that is led by the Director of Curriculum, Principal, and all school staff to collect feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations. Our remote learning plan incorporates feedback and input from stakeholders to improve its effectiveness. Our remote learning plan has been shared and communicated to all involved stakeholders. Our remote Instruction ensures that our remote learning plans, is revised based on feedback and input from school leaders, educators, families, and students, are communicated to all involved stakeholders in their home language, all students and their families home language is English. We continually seek and welcome ongoing feedback from all our stakeholders. Our remote learning instructional plan delivers standards-aligned curricula and high-quality instructional materials. We integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. We seek and accept input from MDE for high-quality digital resources. We plan assess every student in grades 9-12 during the first few weeks of school, using NWEA as a screener and diagnostic tool, along with classroom formative assessments that can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families. We have reviewed each students’ IEPs, and/or 504 plans in coordination with general and special



education teachers to reflect the child's needs based on assessment data and parent feedback, and design accommodations and match services accordingly. We provide online intervention and support services. Our plan includes all programs and learning environments, especially special education, and career and technical education (we have cooperative agreements with the Talent Wilson Center – Ingham ISD, Clinton County RESA and Eaton RESA/Lansing Community College to provide our career and technical education services. General and special education teachers collaborate three times per week on delivery methods for assessments and instruction as outlined in IEPs. We incorporate students' needs around accessibility and providing assistive technologies, if necessary. We also support our students who are transitioning to postsecondary. Weekly checkpoints with the Principal and Curriculum Director are maintained to review curriculum and instruction, along with, ongoing monitoring of student progress, specifically zeroing in on the progress of students in need of additional support. We remain in communication with MDE about policies and guidance. We will develop a continuation of services plan for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers, if necessary. Currently, we have no students eligible for or requiring these services.

Communication & Family Supports: We have effectively implemented communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, call, email, home visit) to share: our expectations around the duration of the closure and reopening; any all decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time, and estimated workload. This was completed in collaboration with all staff; inclusive of supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child; we have also provided training on accessing and using the school's digital systems and tools and assist any families with their individual needs. We are continuing to provide professional learning and training through virtual modes for staff: specifically with restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education; we also continually share knowledge, continuously learn, and exchange ideas, successes and failures around remote learning; we also share information and data about students' assessment results, progress, and completed assignments; and learn how to use the school's digital systems and tools appropriately and sustainably; while trying to build capacity around high-quality remote learning. We utilize structures, such as professional learning communities, for all staff to collaborate on prototypes for a week's worth of instruction to establish consistency and an appropriate workload.

Monitor: We have active plans to monitor and assess the following: that all students and staff have connectivity and access: ensuring that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete their schoolwork. We have developed a system to monitor and track students' online attendance daily. All staff assess the quality of student work and provide feedback to students and families. We are assisting students with self-assessing the quality of their work, reflect on teacher feedback, and their learning progress.



Phase 1, 2, or 3 Operations

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

Academy Narrative:

Facilities: We continue to maintain Blended Learning Academies in a good working order to prepare for the subsequent return of our students. We have a school cleaning and disinfection protocol according to the CDC Guidelines. The custodial staff wear surgical masks when performing cleaning duties. We do not have any other organizations using our school building currently. If this would change, we would develop a contingency plan to use our school building for essential actions including elections, food distribution, and childcare, particularly for essential workers. If necessary, we will coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies.

Technology: We have surveyed family’s multiple times to collect information about the numbers, types, and condition of devices used in their homes to support remote learning. We have a single point of contact in our school to plan and communicate with district technology. We have a district technology plan that includes guidance for our school. Our plan is inclusive of training and support for educators to adapt remote learning for the classroom. We have identified a general technology support lead for our school. Our support position is an administrative position providing additional support with all staff and potential parent volunteers, if necessary. Our support position provides technology processes with all staff and leaders to provide key efforts and is published on our contact information on the district webpage. Our support position provides support to parents or guardians with their individual technology needs. We have a district-wide procedure in place for return and inventory of district-owned devices as part of a return to school technology plan. The procedure includes: safely bagging devices collected at schools, sanitizing the devices prior to a repair or replacement evaluation and the ordering of accessories that may be needed over the summer and any planned or unplanned maintenance of technology devices. We have routines to remove malware and fix standard issues including screen, keyboard, or battery replacement. We utilize an asset tracking tool. assist in processing, returning, and maintaining devices. We have an on-site triage of staff and student devices to minimize the time that staff may be without a device. We have an



infrastructure evaluation process. Every and all Wi-Fi access point and wired network device are tested and retested. We have a technology support plan for families, when necessary. We monitor all device usage and their compliance with online learning programs. We provide support all to ensure that students and families can access online teaching and troubleshoot problems with access. We ensure that students can submit assignments and be evaluated accordingly. We also have scheduled ongoing staff training on platforms and tools. We review and update (as needed), currently twice yearly, relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology. We also ensure that every student has access to the appropriate technology and connectivity needed to continue learning.

Budget, Food Service, Enrollment, and Staffing Based on instructional programming, we provide instructional resources and materials to staff and students as feasible. We collaborate with MDE/IISD to understand flexibility with hiring and will develop a plan to govern hiring in a remote environment. We collaborate with Bath Community Schools to ensure there is a plan for nutrition services and student meals is in place, and we provide a list of alternative meal options to families. We collaborate with Bath Community Schools to provide food service processes, device distribution, delivery sites, and communication plans, as necessary. Within in our plan is logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.



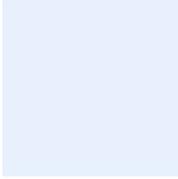
Plan for Operating during Phase 4 of the Michigan Safe Start Plan

Phase 4 Safety Protocols

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

Academy Narrative:

Personal Protective Equipment: Blended Learning Academies will require facial coverings that must always be worn by staff except for meals. We will provide disposable level-one grade surgical masks or facial coverings may be homemade. Any staff member that is incapacitated or unable to remove the facial covering without assistance, will not be required to wear a facial covering. We will encourage general and special education teachers to consider wearing clear masks. We are requiring all homemade facial coverings must be washed daily. We have a designated area for all disposable facial covering, that must be disposed of at the end of each day. We do not have any transportation services. If changes we will require facial coverings



that must be worn by all 9-12 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. We require that all facial coverings will always be worn in hallways and common areas by 9-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering will not be required to wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, will not be required to wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. All homemade facial coverings must be washed daily. All disposable facing coverings must be disposed of at the end of each day. Any students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE, we will incorporate that guidance into our return to school plan. We require that facial coverings must be worn in classrooms by all students grades 9-12. Any student who cannot medically tolerate a facial covering will not be required to wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, will not be required to wear one.

Hygiene: Our plan includes providing 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). We also require all staff to 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. We will educate all staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. All used tissues will be thrown in the trash and hands washed immediately using proper hand hygiene techniques. We will systematically and frequently check and refill soap and hand sanitizers. We recommend that all students and teachers have scheduled handwashing with soap and water every 2-3 hours. We will also require limiting sharing of personal items and supplies such as writing utensils, headphones, or charging cords, etc. We will require that all students' keep personal items separate and in individual backpacks. We will limit the use of classroom materials to small groups and disinfect between use or provide adequate supplies to assign for individual student use.

Spacing, Movement and Access: We will require the spacing of desks six feet apart in classrooms. Our class sizes will be kept to the level afforded by necessary spacing requirements. In our classrooms where large tables are utilized, we will space students as far apart as feasible, maintaining a 6-foot social distancing recommendation. We will arrange all desks facing the same direction toward the front of the classroom. We will require all our teachers maintain six feet of spacing between themselves and students as much as possible. All family members or other guests will not be permitted or allowed in the school building except under extenuating circumstances determined by district and school officials. We will post signage to indicate proper social distancing, floor tape or other markers will be used at six-foot intervals where line formation is anticipated. We will provide social distancing floor/seating markings in waiting and



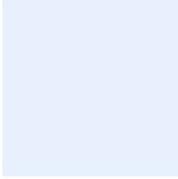
reception areas. We will also post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques. All adult guests entering the building will be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. We will maintain strict records, including date and time, of any non-school employees or other visitors entering and exiting the building. We will recommend to all staff that classroom windows that can

open, they should be open as much as possible, weather permitting. We anticipate being able to have 100% of our student enrollment attend daily. We plan on attempting to keep six feet of distance between students in the hallways. We are reviewing and discussing staggered movements at incremental intervals be used if feasible to minimize the number of persons in the hallways as able.

We will have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa. We do not offer physical education in person, only online. We will have the flow of foot traffic in only one direction, if possible.

Screening Students and Staff: We will cooperate with Ingham County Health Department regarding implementing protocols for screening students and staff. We will identify and designate a quarantine area and a staff person to care for students who become ill at school. All students who become ill with symptoms of COVID-19 will be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children will wear a surgical mask, except for students with special needs requiring aerosolized procedures in which we will provide an N95 mask. All symptomatic students sent home from school will be kept home until they have tested negative or have completely recovered according to CDC guidelines. All staff will conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they will be required to stay home. We will maintain a record of monitoring (paper or electronic) for screening employees. We will encourage families to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater will be requested to stay home and consider coronavirus testing if symptoms of COVID-19 are present. We will encourage families to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, families will be prompted to keep the student home from school and to follow up with a primary care provider.

Testing Protocols for Students and Staff and Responding to Positive Cases: We will cooperate with the Ingham County Public Health Department regarding implementing protocols for screening students and staff. We require that all students who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing. We will require all staff who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported for off-site testing. All symptomatic students and staff sent home from school will be kept home until they have tested negative for COVID-19 or have been released from



isolation according to CDC guidelines. All families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home. In the event of a lab or clinically diagnosed case of COVID-19, we will immediately make contact with 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. All parents and guardians will be encouraged to check students' temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing. All parents and guardians will be encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms keeps the student home from school and to follow up with their primary care provider.

Responding to Positive Tests Among Staff and Students. We will cooperate with the Ingham County Health Department if a confirmed case of COVID-19 is identified, and in particular, we 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. We will also 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. Ingham County 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. We have completed professional learning with confidentiality laws (FERPA, HIPPA, etc.). All cleaning staff will wear a surgical mask, gloves, and a face shield when performing cleaning of these areas. When applicable and feasible, smaller areas such as individual classrooms will be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

Food Service, Gathering, and Extracurricular Activities: We will prohibit all indoor assemblies that bring together students from more than one classroom. When applicable classrooms or outdoor areas will be used for students to eat meals at school, if distancing MI Safe Start | Phase 4 guidelines cannot be met. Our cafeteria will be used, our mealtimes will be staggered to create seating arrangements with six feet of distance between students. All serving and cafeteria staff will use barrier protection including gloves, face shields, and surgical masks. All students, teachers, and food service staff will wash hands before and after every meal. All students, teachers, and staff will wash hands before and after every event. All large-scale assemblies of more than 50 students are prohibited. All off-site field trips that require bus transportation to an indoor location are prohibited. We do not provide recess; we are a high school. If more than one class is outside, students will wear facial coverings. We provide lunch at the end of our school day, school-supplied meals will be delivered/provided to students leaving the building maintain all social distancing requirements. Any large-scale assemblies will be offered via telecasting to the classrooms. All extracurricular activities that continue with the use of facial coverings.



Athletics: We do not offer any athletics and are not a part of the Michigan High School Athletic Association (MHSAA). We will not be implementing any required activities in our plan for athletics
Cleaning: All 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. All our classrooms will undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution. All student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period. We ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from all students, and with adequate ventilation when staff use products. All staff will wear gloves, surgical mask, and face shield when performing all cleaning activities.

Busing and Student Transportation: We do not provide busing/transportation to any student and will not be implementing bussing and transportation protocols at this time.

Medically Vulnerable Students and Staff: We have completed a systematic review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, or 504 plans) for accommodating students with special healthcare needs and have updated their care plans as needed to decrease their risk for exposure to COVID-19. We have a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and on an individual basis have a plan in place to address requests for alternative learning arrangements or work reassignments. All students/staff that in the future may require assistance due to becoming medically fragile we will revise any plan to meet those individual needs and require all safety protocols be maintained.



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

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

Academy Narrative:

We will implement a mental health screening for all students by a trained professional, school social worker. Our screening instrument will be compliant with HIPAA and FERPA policies. Our screening instructions provided will be age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines. We have in place that has been communicated to all staff the guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams. We 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 and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma. We have identified the School Social Worker and Principal as point persons to centralize mental health referrals, communications to families/ students, and public-facing wellness materials. We have a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed. Our plan includes compiling and regularly updating our comprehensive lists of wellness resources available to both staff and students that is provided in conjunction with screening activities, and references school and community wellness resources. Also, we provide ongoing reporting protocols for school staff to evaluate physical and mental health status, along with, resources for staff self-care, including resiliency strategies. We have designated our school social worker and principal that will work across the school, local public health agencies, and community partners. We also maintain efforts to receive MDE resources for student and staff mental health and wellness support and have an open communication channel for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email). Also, included in our plan is communicating with parents and guardians, via a variety of channels, return to school transition information including: destigmatization of COVID-19; an understanding of normal behavioral response to crises, a general overview of best practices of talking through trauma with children; and positive self-care strategies that promote health and wellness



Phase 4 Instruction

- All protocols included on pages 30-32 of the Roadmap are **“Strongly Recommended.”**
- Outline the Academy’s plan to deliver instruction during Phase 4 of the Michigan Safe Start Plan. Begin by specifying the options available to students and families. Consider describing the results of surveys or other methods to solicit feedback from families as a basis for developing these options. Include whether the Academy will offer in-person instruction, remote learning options, hybrid approaches, and/or rotating in-person schedules.
- When a district provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education plans. If the Academy will use any form of remote or hybrid learning models during Phase 4 of the Michigan Safe Start Plan, describe the Academy’s plans to ensure students with disabilities receive equitable services and in compliance with their individualized education programs, including the provision of auxiliary services.
- Using the protocols outlined on pages 30-32 as a guide, and incorporating other best practices, address each of the following sub-sections: Governance; Instruction; Communications and Family Supports; and Professional Learning. As all of the protocols in this section are identified as **“Strongly Recommended,”** list any that the Academy will not implement.

Academy Narrative:

Blended Learning Academies will utilize a variety of alternative modes of instruction other than in-person instruction. We will primarily use our purchased online 9-12 curriculum (Edify/Kickstand) purchased through Kent Intermediate School District that meets the Michigan Merit Curriculum and the State of Michigan, Michigan Department of Education standards. We will also use phone, text, email and video conferencing as a communication platform. In addition to the online curriculum we will also provide distance learning packets for those students requesting an alternative mode of instruction and for those students that do not have internet access. We will also continue with a calendar of assignments, ability to retrieve assignments/turn them in, and allow for student to teacher/teacher to student feedback and communication. We will utilize Google Classroom and ZOOM for classroom instruction and communication with students in a 1:1 setting. Course/grade-level specific application will continue to be used in enhancing engagement, creativity, and productivity. We have communicated with families since March 16, 2020 and have held three days of Chromebook/technology distribution/pick-up to ensure all families have a technological device to access their education. In addition, we have purchased Wi-Fi/hot spots for those families (we have identified two families) that lack internet access in their homes.



Blended Learning Academies has a Return to Instruction and Learning working group, that is led by the Director of Curriculum, Principal, and all school staff to collect feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations. Our remote learning plan incorporates feedback and input from stakeholders to improve its effectiveness. Our remote learning plan has been shared and communicated to all involved stakeholders. Our remote Instruction ensures that our remote learning plans, is revised based on feedback and input from school leaders, educators, families, and students, are is communicated to all involved stakeholders in their home language, all students and their families home language is English. We continually seek and welcome ongoing feedback from all our stakeholders. Our remote learning instructional plan delivers standards-aligned curricula and high-quality instructional materials. We integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. We seek and accept input from MDE for high-quality digital resources. We plan assess every student in grades 9-12 during the first few weeks of school, using NWEA as a screener and diagnostic tool, along with classroom formative assessments that can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families. We have reviewed each students' IEPs, and/or 504 plans in coordination with general and special education teachers to reflect the child's needs based on assessment data and parent feedback, and design accommodations and match services accordingly. We provide online intervention and support services. Our plan includes all programs and learning environments, especially special education, and career and technical education (we have cooperative agreements with the Talent Wilson Center – Ingham ISD, Clinton County RESA and Eaton RESA/Lansing Community College to provide our career and technical education services. General and special education teachers collaborate three times per week on delivery methods for assessments and instruction as outlined in IEPs. We incorporate students' needs around accessibility and providing assistive technologies, if necessary. We also support our students who are transitioning to postsecondary. Weekly checkpoints with the Principal and Curriculum Director are maintained to review curriculum and instruction, along with, ongoing monitoring of student progress, specifically zeroing in on the progress of students in need of additional support. We remain in communication with MDE about policies and guidance. We will develop a continuation of services plan for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers, if necessary. Currently, we have no students eligible for or requiring these services.

We have individual hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. We will integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Also, included in Phase 4, we will accommodate students and their families that refuse to participate with in person teaching and learning and allow those students to remain virtual for their educational services. We can remain seamless with our teaching and learning and are able to



provide in person instruction as well as virtually. We have the flexibility to provide both instructional models and in case of another statewide shutdown can seamlessly transition between both instructional models. We also communicate with MDE for high-quality digital resources. Our plan has clear expectations to school leaders and teachers around hybrid or remote instruction that include: best practices for blended or remote learning, grade-level proficiencies, and alternative modes of student assessment and feedback. We also provide differentiated support for students, along with the inclusion of social-emotional learning, and guidance around daily instructional time and workload per different grade bands to ensure consistency for students. We have set an instructional vision that ensures 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. Along with every students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students. We also support for those students who are transitioning to postsecondary education and/or training. We have all teachers implement grade-level curricula that is aligned to Michigan 9-12 standards and support our teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction. All staff are reviewing and revising all classes that they instruct, allowing for seamless flexibility in case of another shutdown and for those students that enroll after the start of the school year and individualized learning plans can be implemented immediately. We also provide any revisions necessary for students' IEPs, 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. We currently are providing and will continue to provide intervention and support services. Our plan also includes cooperative agreements with multiple Career and Technical Education centers. Our plan also has regularly scheduled meeting dates for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. We also remain connected with MDE about policies and guidance. Currently, we do not have any students that meet the eligibility requirements to receive occupational therapy, physical therapy and/or speech and language therapy. We will maintain all protocols, inclusive of data informed practices to assist with determining each individual student needs. Currently, all families speak English in the home environment and will continue to monitor any changes to address all communication needs. We have will established structures and protocols for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in students' individual IEPs. We consistently address students' needs around accessibility and provide assistive technologies based on individual student needs. We review all intervention programs and services available to students on the district and school level and identify any gaps, while also reviewing any new intervention programs that may provide more enhancements for our students. Communications and Family Supports: We have implemented many different communication systems necessary to reach every family and student in their home language



through multiple modes (e.g., text, all call, email, home visit) to share. We have communicated and will continue to communicate expectations around their child's return to school; inclusive of clear information about schedules and configurations, along with options and information regarding modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; along with the different plans for each of the different school opening scenarios. We have routinely and will continue to provide resources that demonstrate that we value our parents as partners in their child's education. We offer family supports that provides training about how to access and use the school's chosen digital systems and tools, and supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child, and opportunities to build their digital literacy; along with strategies to support their child's learning at home.

Professional Learning: We have and will provide adequate time for all staff to engage in professional learning, currently we are all attending a three-day training around culturally responsive teaching, trauma informed teaching and restorative practices. We are engaged with intentional curriculum planning and documentation to ensure stability of instruction, whether we are open or closed, we have an established seamless system we can adapt fluently. In our plan our regularly scheduled meetings that are intentional to Identify all students who do not engage in remote learning and have developed a plan to provide additional supports, if necessary. We are consistent with sharing data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year, at the same time identifying students who potentially may need additional support, along with communicating the knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning. We have created a plan for professional learning and training, with the goal to provide restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education. We have trained school leaders and teachers thoroughly in the choosing digital systems and tools and their use, along with building school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging. We are ensuring that every student has access to standards-aligned, grade level instruction, including strategies to accelerate student learning. We also ensure that all students' will be assessed to determine student readiness to engage in grade-level content, that all students are offered scaffolds and supports to meet their diverse academic and social emotional learning needs. We have also built in checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically homing in on the growth of students who need acceleration. We also have incorporated a review student data to identify overall trends and gaps in student learning to design systemic supports and interventions. We have conducted a thorough a review of each individual 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. Currently we have no students have are eligible for OT, PT, and/or Speech and Language Services. We also procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs. It is our expectation that our



teachers 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. We will continue to provide after school remediation to assist all students and to determine and activate structures outside of the regular school day. We will continue 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. We will also activate plans to monitor and assess the following: students' home connectivity and access to ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork. We have and will continue to develop systems to monitor and track students' online attendance daily.

Student Work: All teachers will assess the quality of student work and provide feedback to students and families. All teachers will engage students with self-assessing the quality of work, reflect on teacher feedback, and learning progress.

Currently, we do not have any students that require special education services for therapy. We have a developed continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers. Communications and Family Supports

We have implemented additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to communicate all expectations with regards to returning to school.

In the case of surrounding local districts opting for only an online learning option during phase 4 (phase 5). Blended Learning Academies would also opt to provide online only instruction following our plan outlined for phase 1, 2 and 3 to allow for continuity of learning and safety within the local community being mindful of staff, students and families. This addition to our plan allows for similar plans Blended Academies follows in the case of weather and other occurrences outside of district control.



Phase 4 Operations

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

Academy Narrative:

Included within our plan is an audit of necessary materials and supply chain for cleaning and disinfection supplies. If necessary, we will coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies. We will partner with our ISD and advocate for ISDs to coordinate with LEMPs. We are a single building district and do not have any additional facilities that the district may have access to that could be used for learning. We have a school level protocol for cleaning and disinfecting all core assets including building and any outdoor areas that may be utilized by staff and students. Also, we will clean frequently touched surfaces several times a day. We have communicated with our 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. We also convened custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection. We have provided advanced training for custodial staff. Our custodial staff have continued deep cleaning of the school building since our closure on March 16, 2020. We will also have our custodial staff deep clean over the summer. We have also completed an audit of our school building 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 of the ventilation in each classroom. We have also completed an audit school security protocols to determine if any



process changes need to be implemented. We have maintained our facilities for in-person school operations. We have completed inspections of our HVAC systems to ensure that they are running efficiently. We have replaced air filters. Our custodial staff distributes 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. We have purchased additional signage about frequent handwashing, cough etiquette, and nose blowing and have widely posted, disseminated, and encouraged through various methods of communication. Our custodial staff will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties. Our school leaders have conducted and documented 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. We have purchased level-1 facial coverings, including those with a transparent front, for all staff and students inclusive of those students with special needs. We have purchased level-1 surgical masks for cleaning and janitorial staff.

We have activated our school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff will wear surgical masks when performing cleaning duties. We have maintained our facilities for resumption of school operations.

Budget, Food Service, Enrollment, and Staffing: We have developed protocols to include how students arrive at and depart from school (e.g., dropped off via car, drive themselves, walk, public transportation). We are in the process of conducting staff and student outreach to understand who is coming back, at this time all staff are returning and currently any student that has communicated with us will return and so far we are actively in the process of five new enrollments. We are in continual communication with IISD to seek guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies). We are also in the process of coordinating services with related service providers, in the school and community, to identify and address new student and adult needs. a Inventory how many substitute teachers are available, and our food service needs with Bath Community Schools. We are in constant communication to all relevant stakeholders (i.e., families, school staff) and to include updates across all policies and procedures. All student and staff handbooks are ready for distribution. We have also created a master list of any changes to distribute at the first staff meeting. We plan on consulting with legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders when they arise. We have engaged school leaders and stakeholders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars. We have compiled a list to orient any new and all existing school staff to any operational changes. We have completed our master teaching schedules, student and faculty arrival/dismissal schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind. We have collaborated with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology: We have conducted family surveys to collect information about the numbers, types, and condition of devices used in their homes to support remote learning. We have



designated a single point of contact for our school to plan and communicate with district technology teams. We have a developed district technology plan that includes guidance for our school. We have included training and support for educators to adapt remote learning for the classroom. We have identified a device and/or general technology support lead for our school. The position is an administrative position and if necessary, will providing additional support for any potential parent volunteers. We have an assigned technology process that keys efforts and publish their contact information on the district internet. We have developed an existing district-wide procedure for return and inventory of district owned devices as part of a return to school technology plan. The procedures include, safely bagging devices collected at school, sanitizing the devices prior to a repair or replacement evaluation, ordering accessories that may be needed over the summer, and conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement. We have an asset tracking tool. We have identified vendor (IISD) to assist with processing, returning, and maintaining devices, if needed. We also have developed an on-site triage of staff and student devices to minimize the time that staff may be without a device. We also have an infrastructure evaluation process. Every Wi-Fi and wired network device are tested and retested. We also have a developed technology support plan for families.

We have deployed digital learning devices with our move to virtual learning. We continue to communicate consistent procedures for return and inventory of school owned devices as part of a return to school technology plan. The procedures should include: safely bagging devices collected at schools, transporting them to a central location, sanitizing the devices prior to a repair or replacement evaluation; and conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement. We also ensure that school and community access points and wired network devices are functional. We purchase and online curriculum that meets all Common Core State Standards and all of Michigan Standards that assist us with organizing and centralizing our online resources that were created, published, or distributed by teachers and others during the closure period. We have complied technology-facing lessons learned for inclusion in the district's updated remote learning plan. We have reviewed any issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes. We will continue to conduct infrastructure evaluations until all issues are resolved, and any new issues that may arise, Transportation: We do not provide any transportation for students. We will not be implementing this section of the return to school plan.



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

Phase 5 Safety Protocols

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

Academy Narrative:

Personal Protective Equipment: When it comes to safety protocols, we believe that safety of our staff and students is a top priority. We do not anticipate any safety protocol changes and or differences between Phase 4 and Phase 5 of the Michigan Safe Start Plan. Blended Learning Academies will require facial coverings that must always be worn by staff except for meals. We will provide disposable level-one grade surgical masks or facial coverings may be homemade. Any staff member that is incapacitated or unable to remove the facial covering without assistance, will not be required to wear a facial covering. We will encourage general and special education teachers should consider wearing clear masks. We are requiring all homemade facial coverings must be washed daily. We have a designated area for all disposable facial covering, that must be disposed of at the end of each day. We do not have any transportation services. If changes we will require facial coverings that must be worn by all 9-12 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. We require that all facial coverings will always be worn in hallways and common areas by 9-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering will not be required to wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, will not be required to wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. All



homemade facial coverings must be washed daily. All disposable facing coverings must be disposed of at the end of each day. Any students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE, we will incorporate that guidance into our return to school plan. We require that facial coverings must be worn in classrooms by all students 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. We require that all facial coverings will always be worn in hallways and common areas by 9-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering will not be required to wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, will not be required to wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. All homemade facial coverings must be washed daily. All disposable facing coverings must be disposed of at the end of each day. Any students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE, we will incorporate that guidance into our return to school plan. We require that facial coverings must be worn in classrooms by all students grades 9-12. Any student who cannot medically tolerate a facial covering will not be required to wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, will not be required to wear one.

Hygiene: Our plan includes providing 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). We also require all staff to 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. We will educate all staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. All used tissues will be thrown in the trash and hands washed immediately using proper hand hygiene techniques. We will systematically and frequently check and refill soap and hand sanitizers. We recommend that all students and teachers have scheduled handwashing with soap and water every 2-3 hours. We will also require limiting sharing of personal items and supplies such as writing utensils, headphones, or charging cords, etc. We will require that all students' keep personal items separate and in individual backpacks. We will limit the use of classroom materials to small groups and disinfect between use or provide adequate supplies to assign for individual student use.

Spacing, Movement and Access: We will require the spacing of desks six feet apart in classrooms. Our class sizes will be kept to the level afforded by necessary spacing requirements. In our classrooms where large tables are utilized, we will space students as far apart as feasible, maintaining a 6-foot social distancing recommendation. We will arrange all desks facing the same direction toward the front of the classroom. We will require all our teachers maintain six feet of spacing between themselves and students as much as possible. All family members or other guests will not be permitted or allowed in the school building except under extenuating



circumstances determined by district and school officials. We will post signage to indicate proper social distancing, floor tape or other markers will be used at six-foot intervals where line formation is anticipated. We will provide social distancing floor/seating markings in waiting and reception areas. We will also post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques. All adult guests entering the building will be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. We will maintain strict records, including date and time, of any non-school employees or other visitors entering and exiting the building. We will recommend to all staff that classroom windows that can open, they should be open as much as possible, weather permitting. We anticipate being able to have 100% of our student enrollment attend daily. We plan on attempting to keep six feet of distance between students in the hallways. We are reviewing and discussing staggered movements at incremental intervals be used if feasible to minimize the number of persons in the hallways as able.

We will have staff monitor arrival and dismissal to discourage congregating and ensure students go straight from a vehicle to their classrooms and vice-versa. We do not offer physical education in person, only online. We will have the flow of foot traffic in only one direction, if possible.

Screening Students and Staff: We will cooperate with Ingham County Health Department regarding implementing protocols for screening students and staff. We will identify and designate a quarantine area and a staff person to care for students who become ill at school. All students who become ill with symptoms of COVID-19 will be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children will wear a surgical mask, except for students with special needs requiring aerosolized procedures in which we will provide an N95 mask. All symptomatic students sent home from school will be kept home until they have tested negative or have completely recovered according to CDC guidelines. All staff will conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they will be required to stay home. We will maintain a record of monitoring (paper or electronic) for screening employees. We will encourage families to check their child's temperature at home every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater will be requested to stay home and consider coronavirus testing if symptoms of COVID-19 are present. We will encourage families to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, families will be prompted to keep the student home from school and to follow up with a primary care provider.

Testing Protocols for Students and Staff and Responding to Positive Cases: We will cooperate with the Ingham County Public Health Department regarding implementing protocols for screening students and staff. We require that all students who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing. We will require all staff who develop a fever or become ill with COVID-19 symptoms at school will wear a mask



and be transported for off-site testing. All symptomatic students and staff sent home from school will be kept home until they have tested negative for COVID-19 or have been released from isolation according to CDC guidelines. All families will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home. In the event of a lab or clinically diagnosed case of COVID-19, we will immediately make contact with 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. All parents and guardians will be encouraged to check students' temperature at home every morning using oral, tympanic (ear), or temporal scanners; students with a temperature of 100.4 or greater must stay home and consider coronavirus testing. All parents and guardians will be encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms keeps the student home from school and to follow up with their primary care provider. Responding to Positive Tests Among Staff and Students. We will cooperate with the Ingham County Health Department if a confirmed case of COVID-19 is identified, and in particular, we 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. We will also 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. Ingham County 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. We have completed professional learning with confidentiality laws (FERPA, HIPPA, etc.). All cleaning staff will wear a surgical mask, gloves, and a face shield when performing cleaning of these areas. When applicable and feasible, smaller areas such as individual classrooms will be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

Food Service, Gathering, and Extracurricular Activities: We will prohibit all indoor assemblies that bring together students from more than one classroom. When applicable classrooms or outdoor areas will be used for students to eat meals at school, if distancing MI Safe Start | Phase 4 guidelines cannot be met. Our cafeteria will be used, our mealtimes will be staggered to create seating arrangements with six feet of distance between students. All serving and cafeteria staff will use barrier protection including gloves, face shields, and surgical masks. All students, teachers, and food service staff will wash hands before and after every meal. All students, teachers, and staff will wash hands before and after every event. All large-scale assemblies of more than 50 students are prohibited. All off-site field trips that require bus transportation to an indoor location are prohibited. We do not provide recess; we are a high school. If more than one class is outside, students will wear facial coverings. We provide lunch at the end of our school day, school-supplied meals will be delivered/provided to students leaving the building maintain all social distancing requirements. Any large-scale assemblies will be offered via telecasting to the classrooms. All extracurricular activities that continue with the use of facial coverings.



Athletics: We do not offer any athletics and are not a part of the Michigan High School Athletic Association (MHSAA). We will not be implementing any required activities in our plan for athletics
Cleaning: All 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. All our classrooms will undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution. All student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period. We ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from all students, and with adequate ventilation when staff use products. All staff will wear gloves, surgical mask, and face shield when performing all cleaning activities.

Busing and Student Transportation: We do not provide busing/transportation to any student and will not be implementing bussing and transportation protocols at this time.

Medically Vulnerable Students and Staff: We have completed a systematic review all current plans (e.g. Individual Healthcare Plans, Individualized Education Programs, or 504 plans) for accommodating students with special healthcare needs and have updated their care plans as needed to decrease their risk for exposure to COVID-19. We have a process for students/families and staff to self-identify as high-risk for severe illness due to COVID-19 and on an individual basis have a plan in place to address requests for alternative learning arrangements or work reassignments. All students/staff that in the future may require assistance due to becoming medically fragile we will revise any plan to meet those individual needs and require all safety protocols be maintained.



Phase 5 Mental & Social-Emotional Health

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

Academy Narrative:

We will implement a mental health screening for all students by a trained professional, school social worker. Our screening instrument will be compliant with HIPAA and FERPA policies. Our screening instructions provided will be age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines. We have in place that has been communicated to all staff the guidelines for identification and rapid referral of at-risk students to appropriate building-level support teams. We 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 and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma. We have identified the School Social Worker and Principal as point persons to centralize mental health referrals, communications to families/ students, and public-facing wellness materials. We have a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed. Our plan includes compiling and regularly updating our comprehensive lists of wellness resources available to both staff and students that is provided in conjunction with screening activities, and references school and community wellness resources. Also, we provide ongoing reporting protocols for school staff to evaluate physical and mental health status, along with, resources for staff self-care, including resiliency strategies. We have designated our school social worker and principal that will work across the school, local public health agencies, and community partners. We also maintain efforts to receive MDE resources for student and staff mental health and wellness support and have an open communication channel for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email). Also, included in our plan is communicating with parents and guardians, via a variety of channels, return to school transition information including: destigmatization of COVID-19; an understanding of normal behavioral response to crises, a general overview of best practices of talking through trauma with children; and positive self-care strategies that promote health and wellness.



Phase 5 Instruction

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

Academy Narrative:

We are planning on our students to attend on a daily basis. As part of our return to school plan and surveying our families we are already receiving requests for students to remain at home and learn remotely through virtual instruction. We are anticipating no changes or differences between Phase 4 and Phase 5 of the Roadmap to reopen our schools.

Blended Learning Academies will utilize a variety of alternative modes of instruction other than in-person instruction. We will primarily use our purchased online 9-12 curriculum (Edify/Kickstand) purchased through Kent Intermediate School District that meets the Michigan Merit Curriculum and the State of Michigan, Michigan Department of Education standards. We will also use phone, text, email and video conferencing as a communication platform. In addition to the online curriculum we will also provide distance learning packets for those students requesting an alternative mode of instruction and for those students that do not have internet access. We will also continue with a calendar of assignments, ability to retrieve assignments/turn them in, and allow for student to teacher/teacher to student feedback and communication. We will utilize Google Classroom and ZOOM for classroom instruction and communication with students in a 1:1 setting. Course/grade-level specific application will continue to be used in enhancing engagement, creativity, and productivity. We have communicated with families since March 16, 2020 and have held three days of Chromebook/technology distribution/pick-up to ensure all families have a technological device to access their education. In addition, we have purchased Wi-Fi/hot spots for those families (we have identified two families) that lack internet access in their homes.

Blended Learning Academies has a Return to Instruction and Learning working group, that is led by the Director of Curriculum, Principal, and all school staff to collect feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations. Our remote learning plan incorporates feedback and input



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Blended Learning Academies has a Return to Instruction and Learning working group, that is led by the Director of Curriculum, Principal, and all school staff to collect feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations. Our remote learning plan incorporates feedback and input from stakeholders to improve its effectiveness. Our remote learning plan has been shared and communicated to all involved stakeholders. Our remote Instruction ensures that our remote learning plans, is revised based on feedback and input from school leaders, educators, families, and students, are is communicated to all involved stakeholders in their home language, all students and their families home language is English. We continually seek and welcome ongoing feedback from all our stakeholders. Our remote learning instructional plan delivers standards-aligned curricula and high-quality instructional materials. We integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. We seek and accept input from MDE for high-quality digital resources. We plan assess every student in grades 9-12 during the first few weeks of school, using NWEA as a screener and diagnostic tool, along with classroom formative assessments that can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families. We have reviewed each students' IEPs, and/or 504 plans in coordination with general and special education teachers to reflect the child's needs based on assessment data and parent feedback, and design accommodations and match services accordingly. We provide online intervention and support services. Our plan includes all programs and learning environments, especially special education, and career and technical education (we have cooperative agreements with the Talent Wilson Center – Ingham ISD, Clinton County RESA and Eaton RESA/Lansing Community College to provide our career and technical education services. General and special education



teachers collaborate three times per week on delivery methods for assessments and instruction as outlined in IEPs. We incorporate students' needs around accessibility and providing assistive technologies, if necessary. We also support our students who are transitioning to postsecondary. Weekly checkpoints with the Principal and Curriculum Director are maintained to review curriculum and instruction, along with, ongoing monitoring of student progress, specifically zeroing in on the progress of students in need of additional support. We remain in communication with MDE about policies and guidance. We will develop a continuation of services plan for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers, if necessary. Currently, we have no students eligible for or requiring these services.

We have individual hybrid learning programs at scale to deliver standards-aligned curricula and high-quality instructional materials. We will integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. Also, included in Phase 4, we will accommodate students and their families that refuse to participate with in person teaching and learning and allow those students to remain virtual for their educational services. We can remain seamless with our teaching and learning and can provide in person instruction as well as virtually. We have the flexibility to provide both instructional models and in case of another statewide shutdown can seamlessly transition between both instructional models. We also communicate with MDE for high-quality digital resources. Our plan has clear expectations to school leaders and teachers around hybrid or remote instruction that include: best practices for blended or remote learning, grade-level proficiencies, and alternative modes of student assessment and feedback. We also provide differentiated support for students, along with the inclusion of social-emotional learning, and guidance around daily instructional time and workload per different grade bands to ensure consistency for students. We have set an instructional vision that ensures 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. Along with every students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students. We also support for those students who are transitioning to postsecondary education and/or training. We have all teachers implement grade-level curricula that is aligned to Michigan 9-12 standards and support our teachers to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction. All staff are reviewing and revising all classes that they instruct, allowing for seamless flexibility in case of another shutdown and for those students that enroll after the start of the school year and individualized learning plans can be implemented immediately. We also provide any revisions necessary for students' IEPs, 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. We currently are providing and will continue to provide intervention and support



services. Our plan also includes cooperative agreements with multiple Career and Technical Education centers. Our plan also has regularly scheduled meeting dates for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. We also remain connected with MDE about policies and guidance. Currently, we do not have any students that meet the eligibility requirements to receive occupational therapy, physical therapy and/or speech and language therapy. We will maintain all protocols, inclusive of data informed practices to assist with determining each individual student needs. Currently, all families speak English in the home environment and will continue to monitor any changes to address all communication needs. We have will established structures and protocols for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in students' individual IEPs. We consistently address students' needs around accessibility and provide assistive technologies based on individual student needs. We review all intervention programs and services available to students on the district and school level and identify any gaps, while also reviewing any new intervention programs that may provide more enhancements for our students. Communications and Family Supports: We have implemented many different communication systems necessary to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to share. We have communicated and will continue to communicate expectations around their child's return to school; inclusive of clear information about schedules and configurations, along with options and information regarding modes of assessment, details on curricula used in each of the core subjects, and grade-level proficiencies; along with the different plans for each of the different school opening scenarios. We have routinely and will continue to provide resources that demonstrate that we value our parents as partners in their child's education. We offer family supports that provides training about how to access and use the school's chosen digital systems and tools, and supports and resources for families to use at home, such as grade-specific activities and strategies for teaching and helping their child, and opportunities to build their digital literacy; along with strategies to support their child's learning at home Professional Learning: We have and will provide adequate time for all staff to engage in professional learning, currently we are all attending a three-day training around culturally responsive teaching, trauma informed teaching and restorative practices. We are engaged with intentional curriculum planning and documentation to ensure stability of instruction, whether we are open or closed, we have an established seamless system we can adapt fluently. In our plan our regularly scheduled meetings that are intentional to Identify all students who do not engage in remote learning and have developed a plan to provide additional supports, if necessary. We are consistent with sharing data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year, at the same time identifying students who potentially may need additional support, along with communicating the knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning. We have created a plan for professional learning and training, with the goal to provide restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education. We have trained school leaders and teachers thoroughly in the



choosing digital systems and tools and their use, along with building school leaders' and teachers' capacity to design and develop blended and remote learning experiences that are equitable and engaging. We are ensuring that every student has access to standards-aligned, grade level instruction, including strategies to accelerate student learning. We also ensure that all students' will be assessed to determine student readiness to engage in grade-level content, that all students are offered scaffolds and supports to meet their diverse academic and social emotional learning needs. We have also built in checkpoints with school leaders around curriculum pacing and ongoing monitoring of student progress, specifically homing in on the growth of students who need acceleration. We also have incorporated a review student data to identify overall trends and gaps in student learning to design systemic supports and interventions. We have conducted a thorough a review of each individual 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. Currently we have no students have are eligible for OT, PT, and/or Speech and Language Services. We also procure any additional standards-aligned tools or materials to support differentiation, intervention, and remote learning, based on students' needs. It is our expectation that our teachers 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. We will continue to provide after school remediation to assist all students and to determine and activate structures outside of the regular school day. We will continue 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. We will also activate plans to monitor and assess the following: students' home connectivity and access to ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork. We have and will continue to develop systems to monitor and track students' online attendance daily.

Student Work: All teachers will assess the quality of student work and provide feedback to students and families. All teachers will engage students with self-assessing the quality of work, reflect on teacher feedback, and learning progress. Currently, we do not have any students that require special education services for therapy. We have a developed continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers. Communications and Family Supports

We have implemented additional communication systems needed to reach every family and student in their home language through multiple modes (e.g., text, all call, email, home visit) to communicate all expectations with regards to returning to school

In the case of surrounding local districts opting for only an online learning option during phase 4 (phase 5). Blended Learning Academies would also opt to provide online only instruction following our plan outlined for phase 1, 2 and 3 to allow for continuity of learning and safety



within the local community being mindful of staff, students and families. This addition to our plan allows for similar plans Blended Academies follows in the case of weather and other occurrences outside of district control.

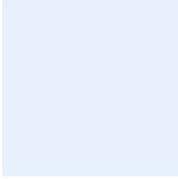
Phase 5 Operations

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

Academy Narrative:

We do not anticipate any changes to our Phase 4 and Phase 5 of the Michigan Safe Start Plan.

Included within our plan is an audit of necessary materials and supply chain for cleaning and disinfection supplies. If necessary, we will coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies. We will partner with our ISD and advocate for ISDs to coordinate with LEMPs. We are a single building district and do not have any additional facilities that the district may have access to that could be used for learning. We have a school level protocol for cleaning and disinfecting all core assets including building and any outdoor areas that may be utilized by staff and students. Also, we will clean frequently touched surfaces several times a day. We have communicated with our 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. We also convened custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection. We have provided advanced training for custodial staff. Our custodial staff have continued deep cleaning of the school building since our closure on March 16,2020. We will also have our custodial staff deep clean over the summer. We have also completed an audit of our school building 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 of the ventilation in each classroom. We have also completed an audit school security protocols to determine if any process changes need to be implemented. We have maintained our facilities for in-person school operations. We have completed inspections of our HVAC systems to ensure that they are running efficiently. We have replaced air filters. Our custodial staff distributes 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. We have purchased additional signage about frequent handwashing, cough etiquette, and nose blowing and have widely posted, disseminated, and encouraged through various methods of communication. Our custodial staff will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties. Our school leaders have conducted and documented 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. We have purchased level-1 facial coverings, including those with a transparent front, for all staff and students inclusive of those students with special needs. We have purchased level-1 surgical masks for cleaning and janitorial staff.

We have activated our school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff will wear surgical masks when performing cleaning duties. We have maintained our facilities for resumption of school operations.

Budget, Food Service, Enrollment, and Staffing: We have developed protocols to include how students arrive at and depart from school (e.g., dropped off via car, drive themselves, walk, public transportation). We are in the process of conducting staff and student outreach to understand who is coming back, at this time all staff are returning and currently any student that has communicated with us will return and so far we are actively in the process of five new enrollments. We are in continual communication with IISD to seek guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies). We are also in the process of coordinating services with related service providers, in the school and community, to identify and address new student and adult needs. a Inventory how many substitute teachers are available, and our food service needs with Bath Community Schools. We are in constant communication to all relevant stakeholders (i.e., families, school staff) and to include updates across all policies and procedures. All student and staff handbooks are ready for distribution. We have also created a master list of any changes to distribute at the first staff meeting. We plan on consulting

Included within our plan is an audit of necessary materials and supply chain for cleaning and disinfection supplies. If necessary, we will coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfection supplies. We will partner with our ISD and advocate for ISDs to coordinate with LEMPs. We are a single building district and do not have any additional facilities that the district may have access to that could be used for learning. We have a school level protocol for cleaning and disinfecting all core assets including building and any outdoor areas that may be utilized by staff and students. Also, we will clean frequently touched surfaces several times a day. We have communicated with our 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. We also convened custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection. We have provided advanced training for custodial staff. Our custodial staff have continued deep



cleaning of the school building since our closure on March 16,2020. We will also have our custodial staff deep clean over the summer. We have also completed an audit of our school building 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 of the ventilation in each classroom. We have also completed an audit school security protocols to determine if any process changes need to be implemented. We have maintained our facilities for in-person school operations. We have completed inspections of our HVAC systems to ensure that they are running efficiently. We have replaced air filters. Our custodial staff distributes 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. We have purchased additional signage about frequent handwashing, cough etiquette, and nose blowing and have widely posted, disseminated, and encouraged through various methods of communication. Our custodial staff will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties. Our school leaders have conducted and documented 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. We have purchased level-1 facial coverings, including those with a transparent front, for all staff and students inclusive of those students with special needs. We have purchased level-1 surgical masks for cleaning and janitorial staff.

We have activated our school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff will wear surgical masks when performing cleaning duties. We have maintained our facilities for resumption of school operations.

Budget, Food Service, Enrollment, and Staffing: We have developed protocols to include how students arrive at and depart from school (e.g., dropped off via car, drive themselves, walk, public transportation). We are in the process of conducting staff and student outreach to understand who is coming back, at this time all staff are returning and currently any student that has communicated with us will return and so far we are actively in the process of five new enrollments. We are in continual communication with IISD to seek guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies). We are also in the process of coordinating services with related service providers, in the school and community, to identify and address new student and adult needs. a Inventory how many substitute teachers are available, and our food service needs with Bath Community Schools. We are in constant communication to all relevant stakeholders (i.e., families, school staff) and to include updates across all policies and procedures. All student and staff handbooks are ready for distribution. We have also created a master list of any changes to distribute at the first staff meeting. We plan on consulting with legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders when they arise. We have engaged school leaders and stakeholders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars. We have compiled a list to orient any new and all existing school staff to any operational changes. We have completed our master teaching schedules, student and faculty



arrival/dismissal schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind. We have collaborated with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology: We have conducted family surveys to collect information about the numbers, types, and condition of devices used in their homes to support remote learning. We have designated a single point of contact for our school to plan and communicate with district technology teams. We have a developed district technology plan that includes guidance for our school. We have included training and support for educators to adapt remote learning for the classroom. We have identified a device and/or general technology support lead for our school. The position is an administrative position and if necessary, will providing additional support for any potential parent volunteers. We have an assigned technology process that keys efforts and publish their contact information on the district internet. We have developed an existing district-wide procedure for return and inventory of district owned devices as part of a return to school technology plan. The procedures include, safely bagging devices collected at school, sanitizing the devices prior to a repair or replacement evaluation, ordering accessories that may be needed over the summer, and conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement. We have an asset tracking tool. We have identified vendor to assist with processing, returning, and maintaining devices, if needed. We also have developed an on-site triage of staff and student devices to minimize the time that staff may be without a device. We also have an infrastructure evaluation process. Every Wi-Fi and wired network device are tested and retested. We also have a developed technology support plan for families.

We have deployed digital learning devices with our move to virtual learning. We continue to communicate consistent procedures for return and inventory of school owned devices as part of a return to school technology plan. The procedures should include: safely bagging devices collected at schools, transporting them to a central location, sanitizing the devices prior to a repair or replacement evaluation; and conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement. We also ensure that school and community access points and wired network devices are functional. We purchase and online curriculum that meets all Common Core State Standards and all of Michigan Standards that assist us with organizing and centralizing our online resources that were created, published, or distributed by teachers and others during the closure period. We have complied technology-facing lessons learned for inclusion in the district's updated remote learning plan. We have reviewed any issue tracking and inventory results frequently as a way of understanding the quality and progress of technology processes. We will continue to conduct infrastructure evaluations until all issues are resolved, and any new issues that may arise,

Transportation: We do not provide any transportation for students. We will not be implementing this section of the return to school plan.