



## **Mildred C. Wells Academy COVID-19 Preparedness and Response Plan**

Name of School: *Mildred C. Wells Academy*

Address of School District: *248 9th Street, Benton Harbor, MI 49022*

District Code Number: *11904*

Building Code Number(s): *09608*

District Contact Person: *Latrisha Corona*

District Contact Person Email Address: *latrisha.corona@leonagroup.com*

Local Public Health Department: *Berrien County Health Department*

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

Name of Intermediate School District: *Berrien RESA*

Name of Authorizing Body: *Bay Mills Community College*

Date of Adoption by Board of Directors: *August 04, 2020*



Exhibit 1: Mildred C. Wells Academy Preparedness Plan


## Preparedness Plan Assurances

- The Academy will cooperate with local public health authorities if a confirmed case of COVID-19 is identified and, in particular will collect the contact information for any close contacts of the affected individual from two days before he or she shows symptoms to the time when he or she was last present at the Academy.
- The Academy acknowledges that it is subject to the rules governing workplace safety established in section 1 of Executive Order 2020-114 or any successor order, and has adopted a Workplace Preparedness Plan. [A copy of this plan is attached.](#)
- The Academy will be or is closed to in-person instruction when the region in which it is located is in Michigan Safe Start Plan **Phase 1, 2, or 3**.
- The Academy assures that during **Phase 1, 2, or 3** of the Michigan Safe Start Plan it will close its buildings to anyone except: (a) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employees or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions. (b) Food-service workers preparing food for distribution to students or their families. (c) Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.
- The Academy assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will suspend athletics, after-school activities, inter-school activities, and busing.
- The Academy will comply with guidance from the United States Department of Education, including its Office of Civil Rights and office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- The Academy assures that when schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This assurance includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- The Academy assures that it shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be

needed for students with disabilities in light of the school closures during the 2019–2020 school year.

- The Academy assures that when it provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education programs (IEPs).
- During all phases of the *Michigan Safe Start Plan* the Academy will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement if applicable.
- The Academy prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan **Phase 4**.
- The Academy assures that in **Phases 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continuation of food distribution to eligible students.

  
\_\_\_\_\_  
President of the Board of Directors

  
\_\_\_\_\_  
Date

# Preparedness Plan Introduction

## **School Community Introduction of Efforts to Date**

The goal of the Continuity of Learning Plan and COVID-19 Response Plan was to ensure that Mildred C. Wells Academy provided, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. Mildred C. Wells Academy utilized a variety of instructional methods to engage students and meet the needs of our families.

Beginning March 16, 2020 through June 5, 2020 - Mildred C. Wells Academy provided a mixed-media delivery of academic instruction, when schools were closed for in-person learning due to the Covid-19 pandemic.

- Instructional packets were developed in coordination with school leadership to ensure alignment and consistency with already established school resources. Packets will be available for pick-up and can be mailed upon request.
- Staff developed/publicly available videos that aligned with and/or enhanced instructional packets.
- Staff developed/publicly available slides that aligned with and/or enhanced instructional packets.
- Used Facebook (Grades K-5) and Google Classroom (Grades 6-8) as the primary web-based learning platform for assignments, instruction, student support, and feedback. These assignments mirrored the instructional packets.
- Used web-based learning sites for leveled academic intervention, including but not limited to Reading Eggs, Math Seeds, Moby Max, Khan Academy, IXL, and NEWSELA.
- Used telephone conversations, text messages, communication apps, and video chats to communicate with students and families about student learning.
- Families that needed additional “home learning” resources (paper, pencils, crayons, etc.) were able to pick-up resource kits from the office or request that kits be mailed to their home.

Our instructional team was encouraged to use the mode of learning that worked best for each family - keeping in mind the age of the student, access to WiFi and technology, family schedules, etc.

The following steps were taken to support families in gaining access to instructional technology -

- Chromebooks were distributed based on need (as determined through individual teacher phone calls) at Mildred C. Wells on April 20 & 21, 2020 from 10am to 2pm. Families could also call (269) 926-2885 to arrange a pick-up time that worked with their schedule.
- Information regarding opportunities to obtain free or low cost internet was shared with families via social media, phone messaging, and teacher contact the week of March 23, 2020.
- Please note the precautions taken to ensure that CDC guidelines regarding social

distancing were followed.

Our special education team and social worker continued to work collaboratively with general education teachers and school leadership to determine how to best support students with Individualized Education Plans (IEPs) and 504s.

- Determinations regarding implementation of “distance learning” for eligible students were made on a case by case basis to best meet the needs of each student in accordance with their eligibility, current academic level, and the level of support provided in the traditional setting.
- Special education teachers provided support in the family’s preferred format whenever possible, taking into consideration the age of the student, their preferred types of activities, and access to technology.
- Contingency of Learning plans were developed for each eligible student to ensure that appropriate services will be made available in the most accessible format.

By using this hybrid model of instruction, we felt confident that we were able to support Mildred C. Wells Academy’s students and families effectively. All documents and information were translated as necessary. Hard copies of the Continuity of Learning Plan were made available if requested.

### **School Mission, Vision and Core Values**

Mildred C. Wells Academy seeks to create a challenging learning environment that has high expectations for success through development of appropriate instruction that allows for individual differences and learning styles. We seek academic excellence and believe all students can and will succeed. Our school promotes a safe, orderly, caring and supportive environment. Each student’s self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers and community members actively involved in our students’ learning.

### **Guiding Principles**

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

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

- Plan for Student Learning: Build on each student’s strengths, interests, and needs and use this knowledge to positively affect learning.
- Develop a Weekly Plan and Schedule: Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.

- **Contact Families:** Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

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

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

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

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

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

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



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

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

### **Safety Protocols Overview:**

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

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

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

### **Food Service:**

Mildred C. Wells Academy is dedicated to ensure that our students continue to have access to nutritious meals during our school closure.

Our current distribution plan includes 16 site(s), determined by Mildred C. Wells Academy to be near bus stops and also where the most needy students live and have the ability to pick-up meals, on the following days of the week: Monday and Thursday. Students are provided with 3 breakfasts and 3 lunches at each distribution time for a total of 6 breakfast meals and 6 lunch meals each week. 2400 meals are served weekly. These meals are for all children ages 18 and under and are to be taken home to eat. The meals are packaged in Grab & Go bags by Mildred C. Wells Academy staff and food service staff.

Bus-stop sites or central drop-off locations include:

- Jefferson/Lincoln
- Thurgood
- Pipestone/Rose
- Village at Fairplain
- Bishop/Emery
- Stern Brunson Building
- Monroe/May
- Pavone/May
- Benton Manor
- Harbor Bluff

- Robins Brothers Funeral Home
- Martin Temple COGIC
- Pilgrim Rest Baptist Church
- Countryview Apts.
- Berrien Homes
- Empire/Allen

Additional sites may be added or sites changed as needed. Any changes to this plan will be posted on the District's Facebook Page. Distributed meals are funded by the non-profit food service account, and are not an additional expense for the school. The reimbursement given by the Michigan Department of Education under the Unanticipated School Closure program will fully cover the expenses of purchasing, preparing, and distributing the meals.

Steps have been taken to protect MCWA staff and families, by ensuring social distancing and the wearing of appropriate PPE.

All extracurricular activities will be cancelled in phases 1-3. Due to this, meals will not be served outside the schedule listed above.

### **Child Care Providers:**

Mildred C. Wells Academy stands ready to mobilize disaster relief child care centers by opening classrooms, when called upon for support, if necessary. We are aware of the coordinated efforts of Lewis Cass ISD, Berrien RESA and Van Buren ISD who have created partnerships with the United Way of Southwest Michigan and the YMCA of Greater Michiana and are pooling their resources together for essential workers in the area who are seeking childcare.

### **School Employees and Contractors:**

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

Mildred C. Wells Academy will be closed for in person instruction during phases 1-3. All staff able to perform their duties from home will be allowed to do so. Staff who are required to perform their duties in the school, or need resources (i.e. technology) will be permitted to enter the building.

- **MCWA will follow local, state and national health guidance when determining policies or next steps.**
- **Employees who have compromised immune systems or underlying health conditions or who are the primary care-givers to those who have compromised immune systems or underlying health conditions should speak**

to their school leader about alternate accommodations. School leaders will immediately consult Human Resources.

- All protocols and practices will be reviewed frequently and are subject to change based on the latest guidance and district needs.

#### **Cleaning Log:**

[https://docs.google.com/document/d/12PHK9p3hdS\\_9rKvA5wxw0OcX4Sfuy9hQc8QLQU1Fd2A/edit?usp=sharing](https://docs.google.com/document/d/12PHK9p3hdS_9rKvA5wxw0OcX4Sfuy9hQc8QLQU1Fd2A/edit?usp=sharing)

#### **Visitors**

- Only essential visitors are allowed to enter the building. *Anyone who has COVID-19 symptoms may not enter the building.*
- All visitors must complete the health screening tool provided below.

#### **VISITOR SCREENING LINK:**

<https://docs.google.com/document/d/1YJ8Q1705oF94bms9qtWhqjF9Z64X98INr9apL47VLb4/edit?usp=sharing>

#### **School Staff**

- All school staff must utilize the online Google Health Screening Form sent to them through a personal device or assigned school device prior to entering the building.
- No volunteers/visitors will be allowed to enter the building with any staff member.
- During Phase 1, MCWA will minimize the number of staff members working in the building daily.
  - School building hours will be Monday through Thursday with Friday being a work from home day. This will allow for the building to receive a deep cleaning and sit vacant for 72 hours.
  - Building hours and schedule will be adjusted based on guidelines by the Governor and the CDC.
- All school staff will be trained on controlling and preventing COVID-19. (see link below)

#### **United States Department of Labor: Control and Prevention**

<https://www.osha.gov/SLTC/covid-19/controlprevention.html>

#### **Meetings**

- When in person meetings are necessary, meetings will be held with social distancing and mask guidelines in place.
- Whenever possible, meetings will be held virtually using platforms like Google Hangouts and Zoom.

#### **Deliveries**

- All deliveries (i.e. USPS, UPS, FedEx, Berrien RESA, food service) will be placed at a designated area. All packages will be sanitized, if possible, before distribution.
- When staff are expecting food deliveries or other deliveries, they must meet the delivery person outside of the school building.

### **Common Areas**

- Masks are required to be worn at all times in the school building.
- Social distancing guidelines should be followed in the common areas and number of people should be limited in the bathrooms, break room, intervention spaces, computer lab, playground, hallways (one class at a time) and office to allow for social distancing of 6 feet apart.
- Promote frequent hand washing.
- Hand sanitizer stations will be available throughout the building.
- Staff will use EPA approved cleaning products (see link below) to clean common areas and will sanitize frequently.

#### **EPA-APPROVED CLEANING PRODUCTS FOR COVID-19:**

<https://cfpub.epa.gov/giwiz/disinfectants/index.cfm>

### **Work Space and Equipment**

- All equipment shared (i.e. copy machine) with others will be sanitized before and after each use. Person using the equipment will be responsible for sanitizing after they have finished using it.
- When possible, no personal equipment will be shared with other staff members. If this cannot be avoided, the equipment must be sanitized after use.

### **Personal Protective Equipment**

- Masks are to be worn at all times in the school building. Staff can wear their own mask or be provided one at no charge to them.
- Gloves and shields will be provided to staff who request them.

### **Symptom Monitoring**

- Any staff member who is experiencing COVID-19 symptoms, or has been exposed to a person with a positive test result, **WILL NOT** be allowed to enter the building.
- All persons entering the school building will be required to submit to a contactless temperature check.

### **COVID-19 Exposure**

- Anyone who has a positive or suspected positive COVID-19 test will not be permitted to enter the school building. Staff must contact the School Leader and the School Leader will work with administration to determine the next steps.

- Exposure or suspected exposure applies to anyone at work, home or in your personal life.

### **COVID-19 Testing**

- If a staff member has been tested for COVID-19 or have tested positive for COVID-19, must notify the School Leader immediately that you are waiting for test results. The School Leader will work with administration to determine the next steps.
- If a staff member has a negative COVID-19 test result, but exhibits symptoms of COVID-19, they must notify the School Leader immediately. The School Leader will work with administration to determine the next steps.

### **COVID-19 Symptoms That Appear After Reporting to Work**

- Anyone who has symptoms of COVID-19, should notify the School Leader immediately. The School Leader will work with administration to determine the next steps.

### **School Building Entry**

- All school staff must enter the building through a point of entry designated by the school administration.
- Social distancing of six feet apart and required mask guidelines will be followed at the designated point of entry.
- All school staff will complete the Google online health screening prior to entering the building and are required to report any symptoms to the School Leader. If any symptoms are present, entry to the building will be denied.
- The Ultipro system will be used to track times staff have entered/exited the building.

### **Social Distancing**

- The social distancing guideline of six feet between staff must be maintained in all areas of the building.
  - Markings on the floor will indicate 6 feet of distance in areas like the office, copiers/printers.
- Masks or facial coverings are to be worn in the building at all times.
  - Employees must wear their own masks or a mask will be provided at no charge to the employee.

### **Procedure for a Positive COVID-19 Test**

- The School Leader will contact those staff members who have been exposed to a person who tested positive, without identifying the person, unless the person consents to the release of his/her name.

### **Concerns Regarding Returning to Work**

- Any staff member who has concerns about returning to work will meet with the School Leader. The School Leader will work with the employee and administration to determine next steps.

### **Cleaning Protocols:**

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

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

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

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

The Academy will administer a mental health screener, digitally for all students by a trained professional. The screener will be compliant with HIPAA and FERPA policies. Screening instructions will be offered verbally to younger students. Confidentiality will be adhered to and the academy will follow mandated reporting guidelines.

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

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

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

- [Mental Health Support Flowchart](#)

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

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

#### **Tier I & Tier II Resources:**

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

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

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

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

The Academy will provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a

variety of topics, including: social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.

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

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

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

## FOSTERING CONNECTIONS RESOURCES

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

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

The social worker/counselor will be providing Trauma Training as well as Grief and Loss Training to each school district prior to the start of the school year (virtually). In addition to



district professional developments, below are some webinars that will be used to assist with identifying and supporting our students during this pandemic.

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

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

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

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

- *Include the members of your school's crisis team as well as the protocol and role of the team. In addition add the Leona Group Trauma team and the role they play in trauma related situations.*
- [Disaster Distress Helpline](#)

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

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

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

**Reference resources:**

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

- [Helping Children and Teens with Loss for Secondary Students and Parents](#)

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

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

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

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

## **ADULT SELF-CARE RESOURCES**

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

- [5 Strategies for Teacher Self-Care](#)
- [Self-Care for Educators](#)
- [SEL & Self-Care Resources](#) (blog)
- [Provider Care](#) from Psychological First Aid for Schools Field Operation Guide
- [Sad, Mad, Bad and Occasionally Rad: Taking your emotional temperature and treating a spectrum of reactions during COVID-19.](#)

- [Strategies for Districts to Support Self-Care for Educators During the COVID-19 Pandemic](#) (Recorded Webinar)
- [Support for Teachers Affected by Trauma](#)

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

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

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

- Leona Group Employee Assistance Program, Ability Assist, offered through The Hartford, offers counseling for everything from everyday issues like job pressures, relationships and retirement planning to highly impactful issues like grief, loss or disability.
- **You can call them at anytime: 1-800-96-HELPS (1-800-964-3577)**

[Mildred C Wells Academy Social Worker Website](#) and community resources: [\(Riverwood Center , BCBS, Employee Assistance Program,](#)

- The mental health provider will do a monthly “check in” assessment (virtually) to engage and assess staff’s physical and mental health status. Ex. [staff well-being survey](#)
- A check in document will be created using google survey, survey monkey, etc.
- In addition monthly resources will be distributed to ensure accessibility to “self-care” techniques and strategies.

### **Staff well-being**

- Educators and caregivers play a critical role in helping their students self-regulate and cope with stress, often ignoring their own needs in the process. This is especially true in times of crisis and uncertainty. To do this effectively, educators and caregivers need to care for themselves and manage their own stress load first.
  - Consider adapting Evansville Vanderburgh School Corporation: Building a caregiver self-regulation plan [found here](#) or add a self-care plan.
- Ensure that educators know where and how to receive extra support for their own mental wellness (counseling through the EAP program, community mental health partnership, etc.)

- Consider the integration of IDOE's Science of Happiness into planned professional learning communities.
- Access the course on Moodle [here](#).
- Learn how to enroll by watching [this webinar](#).
- [Cultivating Well-Being in Challenging Times](#) with Dr. Jean Clinton

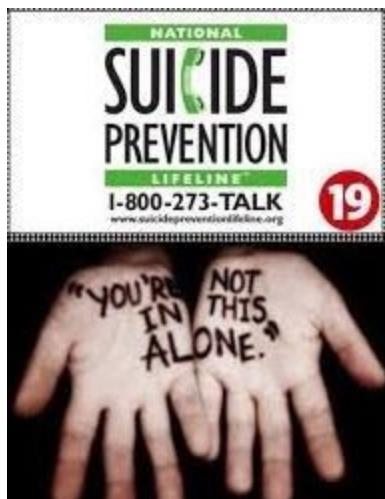
### **Mental Health Resources for Staff**

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

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

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

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



- National Suicide Prevention Lifeline: Chat from the website or call. From the website, "The National Suicide Prevention Lifeline is a national network of over 170 local crisis centers."
- You can call for the following reasons:
  - *Suicidal thoughts*
  - *Information on mental health/illness*
  - *Substance abuse and/or addiction*
  - *Help a friend or loved one*
  - *Relationship problems*
  - *Abuse/Violence*
  - *Sexual orientation issues*
  - *Physical illness*
  - *Loneliness*
  - *Family problems*
  - *1-800-273-8255*
  - *suicidepreventionlifeline.org/*

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

- Michigan Department of Education and Michigan Assessment Consortium collaborate on a webinar that discusses how to leverage SEL resources.
  - [Leveraging the Science of SEL: How to support health and wellness during the COVID-19 Crisis](#)
- Michigan Virtual and the Michigan Department of Education: This partnership has created a series of free online courses that inform educators on best practices in social emotional learning:
  - [Introduction to SEL](#)
  - [Trauma-Informed Support](#)

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

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

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

The Academy will:

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

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

The Academy will:

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

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

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

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

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

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

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

- **Insight**

- Help students identify their personal strengths. Direct them to reflect on what they may have learned about themselves while being at home/out of school (i.e. strengths within their family role, new skills/talents, adaptability.etc.).
- Help students name their feelings- Provide a list of emotions and ask students to choose one or two each day which they identify with in order to build emotional awareness, vocabulary and empathy.
- **Sensory-Motor Integration**
  - Facilitate deep breathing exercises (such as [Square Breathing](#)) and prioritize physical activity opportunities
- **Regulation**
  - Help students understand how their brains work and can react to stress. Use this video teaching the hand model of the brain.
  - Encourage students to think about how feelings are connected with their body using the How Does my Body Feel? handout.
- **Collaboration**
  - Provide opportunities for collaborative learning games and facilitate the creation of group expectations with specific roles/responsibilities for each student before beginning
- **Connection**
  - Create adult to student and/or student to student mentoring opportunities to serve as an additional system of support for students
- **Critical-Thinking**
  - Help students identify a cause or problem that arose in their community over the past few months. Ask students to come up with action steps or solutions to these issues.
- **Mindset**
  - Praise students' process rather than students' outcome. For example, "I can tell you practiced!" or "I noticed you supported your friend in need today."
  - Act to remove anxiety about academic performance and prioritize the healing and belonging that will foster academic learning.
  - When speaking about the coming year's academics, reassure students that the goal will be to "close the gap", not "catch-up with additional work"

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

- [Teacher self assessment](#)

The teachers will use the following resources and tools:

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

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

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

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

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

#### **Resources and Tools:**

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

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

Surveys are one method of data collection providing perception data in a highly structured format. Surveys are cost effective, scalable, and allow for a large sampling of students, staff, and families. These resources provide examples and templates to create a more in-depth understanding of specific needs in a remote learning environment. Further, these tools can assist



in collecting information for the return to a traditional building setting for school. Examples of COVID-19 and general surveys, assessments, and other data collection tools are listed below.

### **Resources and Tools:**

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

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

### **Grief for Community:**

- Grief work-it may be helpful to provide support for students and families to process their grief.
  - [Understanding Grief to Better Support Students, Families and Educators](#)
  - [Helping Kids Grieve](#) (Resources best for Primary, Intermediate, and Parents)
  - [Help for Kids](#) - Grief (Resources for Primary, Intermediate, Secondary Students and Parents)
  - [Helping Children and Teens with Loss for Secondary Students and Parents](#)
  - [Transforming Grief into Hope](#) (Resources best for Intermediate and Secondary Students; as well as, Parents)

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

### **Alternative Modes of Instruction:**

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

**Mildred C. Wells Academy** remains committed to keeping our students at the center of all that we do. The public health crisis has only strengthened our stance. Our district is committed to educating the Whole Child. We have embraced the Whole School, Whole Community, Whole Child (WSCC) Model, which is the CDC's framework for addressing health in schools. We are intentionally focused on our students and emphasize the collaboration between schools, communities, public health, and health care sectors for the purpose of better aligning resources in support of the whole child.

Now, more than ever, we are striving to be intentional in our outreach to continue building relationships and maintain connections. We are committed to do all we can to help students feel safe and valued. To that end, we commit to the following:

- Plan for Student Learning: Building on individual students' strengths, interests, and needs and using this knowledge to positively affect learning.
- Develop a Weekly Plan and Schedule: Offering routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- Contact Families: Partnering to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. We have considered the guidance from COSN when creating this plan. We will provide translations as necessary.
- Technology Plan: Assisting students and their families to overcome the technology access gap by providing access to tech devices (Chromebooks, laptops, iPads), mobile hotspots, and making families aware of internet access options available to them.
- Special Education Students will be given accommodations aligned to their needs. Types of support can and may include: shortened assignments, video chats with the special education teacher, graphic organizers, and read-aloud.
- Teachers will be expected to make contact with every student at least one time during the week. This will be done through the contacts in the instructional platform or other forms of district approved and secured media such as Remind, Class Dojo, Google Hangout, Zoom, etc. In some cases, phone calls may be a better option to connect with students personally. Zoom or Google Hangout will be utilized for student interaction as appropriate. The focus will be on two-way communication. Teachers will document attendance and each family contact in a google document containing time, date, type of contact, and comments regarding the contact each week.

Mildred C. Wells Preparatory Academy will be handing out computers, Chromebooks and tablets for students in need to use during remote learning. Also, families that have indicated that they do not have internet access at home, will be provided with a hotspot, including monthly service plan, to ensure that the student(s) and family can access the remote learning environment created by the academy.

### **Governance:**

The academy has created a Return to School Committee that is led by the School Leader, who is supported by the office manager, instructional coach, SPED staff, teaching staff, and support and maintenance staff. The committee has used data from surveys and phone calls to revise elements of the previous learning plan to meet the needs of our families. The MCWA academic board that supports the committee is made up of the following members: Patricia Payne-President, Jacqueline Clement -Vice President, Amy Johnson- Secretary, and Vincent Woods-Treasurer.

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

- A survey was sent to stakeholders regarding their preferences for instruction and learning options for the 2020-21 school year. This information was used as a guide to develop the Return to School plan, which includes an overview of how the school will proceed under the circumstances of all online learning, a hybrid- model of online and in person learning, or fully engaged in person traditional learning.
- The plan will be posted on the school website, sent to parents via School Messenger and posted to the Academy's Facebook page.
- 2 virtual meetings have been scheduled to present the plan to families during back to school orientation.
- Remote learning programs that are aligned with Common Core State Standards will be delivered with best practices for rigor, engagement, consistency, and differentiation.
- All student support services (special education and social work) will work closely with the classroom teacher to ensure services are delivered with fidelity.
- Beginning of year assessments, diagnostics, screeners, and formative assessments will be administered virtually to understand where students are academically in order to inform instructional decisions for teachers, students, and families.
- Conduct ongoing meetings to monitor student progress during relevant student support meetings including, but not limited to RTI, Special Education, Social Work, grade level meetings, professional learning communities, and school wide team meetings.
- MCWA will continue to refer to MDE for guidance

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

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

- **Internal Communications**
  - The school's plan for re-entry, including information regarding the health and safety measures being put in place. will be provided to all staff including detailed copies of all external communications for familiarization.
- **External Communications**

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

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

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

### **Professional Learning:**

The school will provide ongoing professional development to staff virtually.

Training opportunities will include:

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

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

### **Monitoring:**

Families were surveyed via phone calls about the family's technological needs. Students who need a device to access the internet will be provided with a Chromebook. Students who need access to the internet will be provided with an internet Hot-Spot. Internet connectivity and usage will be monitored through applications such as GoGuardian or similar.

Teachers will be responsible for monitoring student access and assignment completion on each learning platform. Teachers will provide feedback to students on assignments through the learning platforms and via phone calls or other modes of communication when necessary or as needed.

Teachers will be responsible for tracking attendance in coordination with the office manager. Parents and guardians will be made aware of unexcused absences as they occur. The social worker will track absences and assist the teachers and office manager with parent reach-out and solutions. Unexcused absences will be recorded and forwarded to the appropriate state reporting departments when necessary.

All services provided will be monitored through the use of Google Logs, anecdotal notes, participation, application tracking, and compliance forms.

#### **Equal Access:**

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

The Special Education Team developed a Contingency Learning plan that is individualized to each of our students receiving special education services and the development and progress for ancillary services that are being offered such as online social work and speech services. In addition to the instruction all students receive; students with disabilities or a Section 504 plan will also receive support/services to the extent possible as outlined in their IEPs or Section 504 plans to minimize any possible negative impacts that distance learning could cause as a result of this change in instructional methods. All service provided will be managed and monitored using service provider logs as well as other academic progress report documents.

Before school starts, students' IEPs and 504 plans will be revised in coordination with general and special education teachers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

Students will be provided ancillary services on an individual basis with contracted vendors.

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

All “strongly recommended” safety protocols on pages 17-18 of the Roadmap were implemented for Phases 1-3.

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

All “strongly recommended” safety protocols on pages 19-20 of the Roadmap were implemented for Phases 1-3 with the exception of:

*Coordinate with Local Emergency Management Programs (LEMP) for support with procurement of cleaning and disinfecting supplies.*

- **We are working with The Leona Group with support in procurement of cleaning supplies and disinfecting supplies.**

#### **Facilities:**

- Cleaning supplies have all been ordered.
- Maintenance has continued to prepare the building for students to return in the Fall 2020. (Disinfecting, displaying signage, building repairs)
- Maintenance Staff disinfects all hard surfaces and high traffic areas daily.
- Maintenance Staff wear appropriate PPE to complete their duties.

#### **Technology:**

Mildred C. Wells Academy will Assist students and their families to overcome the technology access gap by providing access to tech devices (Chromebooks, laptops, iPads), mobile hotspots, and making families aware of internet access options available to them.

- Mildred C. Wells Preparatory Academy will survey each family to see what technology is in the home, what kind of condition it is in, and how many devices are available to the students. Also, if they have internet access inside the home for remote learning.
- Mildred C. Wells Preparatory Academy has set Latrisha Corona in charge of planning and communicating with the district technology team to discuss the needs of the district and the students.
- Mildred C. Wells Preparatory Academy currently has a technology plan that is reviewed on a yearly basis. Remote learning will occur in Phases 1, 2 and 3 of the COVID-19 pandemic. If needed, we will be issuing each student a school computer, Chromebook or tablet for remote learning at home. A hotspot, including the monthly service plan, will

also be provided allowing the student to have access to the internet at home if the family is in need of internet access. Staff will have professional development/training on the latest technology and resources to use during remote learning and/or best practices throughout the school year.(Training and support for staff on adapting remote learning)

- Mildred C. Wells Preparatory Academy has assigned Joel Johnson, Kristin Stowe, and Christi Mangold to be the community-technology liaisons to help parents transition into remote learning environments and provide support information to the families. We also have developed a school team that will assist the liaison when needed. Parent volunteers to assist with additional support have been identified.
- Mildred C. Wells Preparatory Academy has assigned Joel Johnson, Kristin Stowe, and Christi Mangold to be technology process leaders (community-technology liaisons) contact information has been published on the school website.
- Mildred C. Wells Preparatory Academy has created a help desk to safely bag devices once returned to the school. Once devices have been returned, repairs and replacement evaluations will be assigned to The Leona Group IT team. If accessories need to be ordered for summer, the help desk will notify the IT team. The Leona Group IT team has maintenance and sanitation routines in place when evaluating issues that may present themselves during remote learning.
- All technology devices at Mildred C. Wells Preparatory Academy are on an inventory list. An asset tag is affixed to each unit that records the make, model, serial number, grant and location. An inventory is conducted at the district every two years. All equipment that is signed out for student use is logged noting the date of sign out and the date of return. (Securly or GoGuardian or similar applications will be used for device tracking to avoid misplaced devices.)
- Mildred C. Wells Preparatory Academy will contact The Leona Group IT team to assist with processing, returning, and maintaining devices. If devices need maintenance that the Leona Group IT team cannot perform, they will contact the appropriate outside vendor to conduct the needed repairs.
- Mildred C. Wells Preparatory Academy has additional student and teacher devices on sight to ensure that staff and students minimize the time that they go without a device.
- Mildred C. Wells Preparatory Academy works with The Leona Group IT team to test and maintain the WiFi access points or wired connections. Upon installation, Wifi access points are tested to ensure they are working properly. Once installed, the access points are monitored by the zone director. If an issue arises, the IT team is notified and repairs necessary issues.
- Based on survey results, Mildred C. Wells Preparatory Academy will be handing out computers, Chromebooks and tablets for students in need to use during remote learning.

Also, families that have indicated that they do not have internet access at home, will be provided with a hotspot, including monthly service plan, to ensure that the student(s) and family can access the remote learning environment created by the academy.

- Mildred C. Wells Preparatory Academy will contact The Leona Group IT team of any problems with Google G-Suite and online learning programs. Also, Securly a GoGuardian, or a similar application will be used to monitor device usage during remote learning environments.
- Mildred C. Wells Preparatory Academy will contact teachers or The Leona Group IT team if students and families need assistance with troubleshooting problems when accessing online teaching resources and platforms.
- Mildred C. Wells Preparatory Academy will be using Google Classroom to assign, submit, and evaluate students during remote learning sessions. Powerschool will be used to formally keep track of students progress and activity during remote learning sessions.
- Mildred C. Wells Preparatory Academy will schedule ongoing staff training on platforms and tools to be used during remote learning sessions. MCWA professional development for all staff, will take place 2 weeks prior to August 31, 2020, the first day of school.
- Mildred C. Wells Preparatory Academy follows CIPA (Children's Internet Protection Act) guidelines to ensure that students and families are safe and secure.
  - Access by minors to inappropriate matter on the Internet;
  - The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
  - Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
  - Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
  - Measures restricting minors' access to materials harmful to themAccidental damage, theft, and loss of technology is as followed. There will be backup Chromebooks for students in case of accidental damage, theft, or loss of technology. If students break their chromebooks they will need to pay for the damages done.
- Mildred C. Wells Preparatory Academy has been monitoring the technology needs of the district and procures equipment as needed for students and staff to ensure that remote learning can take place and provide quality learning for all students.

### **Redeployment of Staff:**

If the need arises, and if it is possible, a staff member who is unable to complete their normal job responsibilities will be reassigned to other meaningful work. The School Leader, with possible



assistance from Human Resources, will speak to the employee and determine the specific needs of both the employee and the school.

**Not Implemented:** *(Specifically identify which protocols on page 19-20 that are identified as “Strongly Recommended” that the Academy will not implement.)*

All “Strongly Recommended” Technology protocols on page 19-20 on the Roadmap were implemented for Phases 1-3.

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

## **Safety Protocols Phase 4**

All “strongly recommended” safety protocols on pages 22-28 of the Roadmap were implemented for Phase 4.

### **Personal Protective Equipment Protocol:**

To the extent that the Academy will offer in-person instruction during Phase 4 of the Michigan Safe Start Plan, the Academy will ensure compliance with the Personal Protective Equipment protocols identified as “Required” on page 22 of the Roadmap, including when and where staff and students are required to wear facial coverings. The Academy will identify exceptions to this requirement for staff and students who cannot medically tolerate a facial covering by using the strong recommendations on page 28 of the Roadmap, as well as describing how the Academy will address staff or students who do not comply with these requirements. The Academy will cooperate with the local public health department regarding implementing protocols outlined in the Safety Protocols below.

### **Staff:**

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

### **School Transportation:**

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

coverings may be homemade or disposable level-one (basic) grade surgical masks. The Academy will provide facial coverings for all students, staff and bus drivers as needed.

### **Students:**

- Facial coverings must always be worn in hallways and common areas by all 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.
- Homemade facial coverings must be washed daily.
- Disposable facing coverings must be disposed of at the end of each day.
- Facial coverings must be worn in classrooms by all students, including students with special needs. Any student who cannot medically tolerate a facial covering will not be required to wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, will not be required to wear one.
- The Academy will provide facial coverings for all students as needed.
- If a student refuses to comply with the Academy's facial covering protocols, they will be disciplined in accordance with the applicable policies and procedures of the Academy's Student Handbook.

### **Hygiene Protocols:**

To the extent that the Academy will offer in-person instruction during Phase 4 of the Michigan Safe Start Plan, the Academy will ensure compliance with the Hygiene protocols identified as "Required" on page 22 of the Roadmap, including adequate supplies of soap, hand sanitizer, paper towels, tissues, signs and the teaching/reinforcing of hygienic behaviors.

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

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

- Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
- Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.

### **Screening Protocols:**

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

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

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

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

- Testing Protocol for Staff:
  - If a staff member tests positive or is suspected of having Covid 19, they are to contact the School Leader. The School Leader will advise administration and the local public health department. We will use our daily sign-in log for contact tracing.
- Testing Protocol for Students:
  - Students who develop a fever or become ill with COVID-19 symptoms at school will be required to wear a mask, if medically tolerable, and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.

- Staff who develop a fever or become ill with COVID-19 symptoms at school will be required to wear a mask, if medically tolerable and be transported for off-site testing.
- Symptomatic students and staff sent home from school will not be allowed back to school until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
- The Academy will notify families of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.
- In the event of a lab or clinically diagnosed case of COVID-19, the Academy will make immediate efforts to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home.

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

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

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

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

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

*Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.*

- It is not feasible to space desks six feet apart, classroom size does not permit it. Each student will be provided a desk shield to help distance and protect themselves and their personal space.

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

- In classrooms where large tables are utilized, space students as far apart as feasible.

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

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

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

#### **Food Service:**

Mildred C. Wells will continue to provide nutritious meals to students opting for virtual learning. Meals will be delivered to a designated location twice per week. Each delivery will consist of 3 breakfasts and 3 lunches. Mildred C. Wells can change the locations and amounts of the delivery based on the Governor's and CDC guidelines.

- Classrooms or outdoor areas should be used for students to eat meals at school, if distancing MI Safe Start | Phase 4 guidelines cannot be met.
- If cafeterias must be used, meal times should be staggered to create seating arrangements with six feet of distance between students.
  - Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
  - Students, teachers, and food service staff should wash hands before and after every meal.
- Students, teachers, and staff should wash hands before and after every event.
- Large scale assemblies of more than 50 students are suspended.
- Off-site field trips that require bus transportation to an indoor location are suspended.
- Recess should be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students should wear facial coverings.

- If possible, school-supplied meals should be delivered to classrooms with disposable utensils.
- If possible, schools should offer telecasting of assemblies and other school-sanctioned events.
- Extracurricular activities may continue with the use of facial coverings.

### **Athletic and Extracurricular Activity Protocols:**

Described below is the Academy's plans to ensure compliance with athletic and extracurricular activity protocols.

- The Academy will comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
- Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
- All equipment must be disinfected before and after use.
- Inter-school competitions may be held provided that facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.
- Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding.
- Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
- Handshakes, fist bumps, and other unnecessary contact must not occur.
- Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
- Large scale indoor spectator events are suspended. Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.

### **Cleaning Protocols:**

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

- Frequently touched surfaces including light switches, doors, benches, bathrooms, will undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- Libraries, computer labs, arts, and other hands-on classrooms will undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.

- Student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures will continue to undergo normal routine cleaning.
- The Academy will ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
- Staff will wear gloves, surgical mask, and face shield when performing all cleaning activities.

### **Transportation Protocols:**

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

- Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.
- The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.
- Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned. a Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
- If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
- Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

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

#### **Staff Protocols:**

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

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



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

#### Student Protocols:

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

- Review student health records to determine who might require a health care plan or changes to a health care plan due to medically fragile or at-risk status.
- Many of our attendance programs (ex. PowerSchool) store data regarding student's medical conditions (outside of those students with documented 504 plans or specific medical plans).
- Changes to current 504 plans or creation of new Section 504 plans should be handled by the assigned academy's 504 coordinator. [TLG/Section 504 toolkit](#)
- [Individual Health Plan](#)
- Changes in Individual Education Programs (IEP) should be handled by the special education case manager.

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

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

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

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

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

- Communication with parent/guardian(s) is Key. It is our responsibility to ensure the parent/guardian(s) has a direct voice in ensuring the additional needs of their child are being met during this pandemic.
- This task could be assigned to the Wellness Team or an individual, but the goal is to ensure that every student with a unique health need has the appropriate plan in place to ensure academic success and safety.

**Additional Resources:**

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

**Not Implemented:**

All “strongly recommended” safety protocols on pages 22-28 of the Roadmap were implemented for Phase 4.

**Mental & Social-Emotional Health Phase 4**

The Academy will provide mental and social-emotional health services for students. The Academy will administer a mental health screener, digitally for all students by a trained professional. The screener will be compliant with HIPAA and FERPA policies. Screening instructions will be offered verbally to younger students. Confidentiality will be adhered to and the academy will follow mandated reporting guidelines. [Mandated Reporter Resource Guide](#)

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

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

- [Create a building level Wellness and Response Team](#) with intentional connections to the District Level Wellness and Response Team
- The team may be a separate group or part of the larger Return to School Committee addressed in Governance or an existing Crisis Response Team (ex. Administrator, school social worker and/or counselor, classroom teacher, support staff member)

- [Create an adaptive Wellness and Response Team](#) with clear purposes, processes, action plans, and outcomes grounded in and across all the ten components of the Whole Child (WSCC) model
- [Whole School, Whole Community, Whole Child \(WSCC\)](#)
  - If you suspect a student has experienced grief, loss, and/or trauma during Covid-19 please use the referral form below to communicate with the mental health provider and Wellness Response Team
  - If a student or parent informs you that they would like to speak/ or have their child speak with the mental health provider please use the referral below
- [Mental Health Support Guidelines](#)
- [Wellness and Response Team Referral Form](#)

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

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

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

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

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

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

The Academy will identify a point person or establish an access navigator to centralize mental

health referrals, communications to families/ students, and public-facing wellness materials.

#### Guiding Questions and Resources

- Develop a communication plan regarding the services available? Have you identified what support internal staff (counselors, social workers, etc) could provide for staff in need (typically school leader) for “staff in need”?
- The Leona Group’s Employee Assistance Program, Ability Assist, offered through The Hartford, offers counseling for everything from everyday issues like job pressures, relationships and retirement planning to highly impactful issues like grief, loss or disability.
  - You can call them at anytime: **1-800-96-HELPS (1-800-964-3577)**
- The academy’s social worker/counselor/designee will establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.
- Maintain timely, accurate, and clear communication with district leadership
- Maintain timely, accurate, and clear two-way communication with families regarding student’s academic and social-emotional functioning and school and classroom information.
- Determine the methods and media that will be used, including social media, email, automated calls, US mail, flyers
- Ensure all communications are in both English and the home language. See the [Translation Resources section on the MDE webpage](#)
- Ensure teachers know and understand the school communication plan
- Consider a survey to gather information from parents, students and teachers (re: needs; in order to relay information deemed necessary to our stakeholders).

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

#### [MCWA Crisis Plan](#)

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

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

- [Remote Learning Toolkit: Wellness](#)

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

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

### **Closure from last school year**

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

### **Day one to day three of SEL activities**

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

### **Continued SEL/mental health services and build resiliency**

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

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

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

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

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

- The Leona Group Employee Assistance Program, Ability Assist, offered through The Hartford, offers counseling for everything from everyday issues like job pressures, relationships and retirement planning to highly impactful issues like grief, loss or disability.
- You can call them at anytime: **1-800-96-HELPS (1-800-964-3577)**

### Identify gaps in resources

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

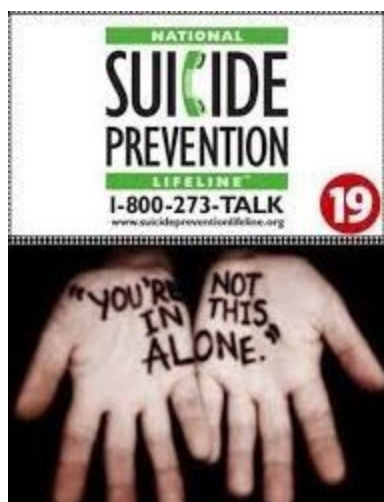
### School Leaders

- Will determine and share what resources are available in your community for staff self-care including resiliency strategies. ([As an example: Eaton RESA.](#))
- Identify gaps in resources
  - The mental health provider is encouraged to do a monthly “check in” assessment by the mental health provider (virtually) to engage and assess staff’s physical and mental health status. Ex. [attending to staff well-being](#)
  - This document (check in) can be created using google survey, survey monkey, etc.
  - In addition monthly resources should be distributed to ensure accessibility to “self-care” techniques and strategies.

- Staff well-being
  - Educators and caregivers play a critical role in helping their students self-regulate and cope with stress, often ignoring their own needs in the process. This is especially true in times of crisis and uncertainty. To do this effectively, educators and caregivers need to care for themselves and manage their own stress load first.
    - Consider adapting Evansville Vanderburgh School Corporation: Building a caregiver self-regulation plan [found here](#).
  - Create opportunities for movement and breathing at staff meetings to model and emphasize healthy coping techniques
  - Ensure that educators know where and how to receive extra support for their own mental wellness (counseling through the EAP program, community mental health partnership, etc.)
  - Consider the integration of IDOE's Science of Happiness into planned professional learning communities.
    - Access the course on Moodle [here](#).
    - *Learn how to enroll by watching [this webinar](#).*
- New Pedagogies for Deep Learning
  - [Cultivating Well-Being in Challenging Times](#) with Dr. Jean Clinton

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

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



- National Suicide Prevention Lifeline: Chat from the website or call.
  - From the website, "The National Suicide Prevention Lifeline is a national network of over 170 local crisis centers." [suicidepreventionlifeline.org/](https://suicidepreventionlifeline.org/)
  - You can call for the following reasons: **1-800-273-8255**
    - *Suicidal thoughts*
    - *Information on mental health/illness*
    - *Substance abuse and/or addiction*
    - *Help a friend or loved one*
    - *Relationship problems*
    - *Abuse/Violence*
    - *Sexual orientation issues*
    - *Physical illness*
    - *Loneliness*
    - *Family problems*

#### Additional Resources To Consider

- [Educator's Guide to Supporting the Social Emotional Needs of Students: COVID-19 Information](#)
- [Guidelines for Reopening Schools: An Opportunity to Transform Public Education](#)
- [Social Emotional Learning](#)
- [Mindfulness for Children](#)

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

- The academy's chosen mental health assessment for students can be used as a progress monitoring tool (assessing student's progress) regarding social emotional health. This tool should be administered every 4-6 weeks.
  - [School Mental Health Referral Pathways \(SMHRP\) Toolkit \(PDF\)](#)

The Academy will leverage MDE resources for student and staff mental health and wellness support.

- [MDE School Mental Health Resources](#)
- Michigan Department of Education and Michigan Assessment Consortium collaborate on a webinar that discusses how to leverage SEL resources.
  - [Leveraging the Science of SEL: How to support health and wellness during the COVID-19 Crisis](#)
- Michigan Virtual and the Michigan Department of Education: This partnership has created a series of free online courses that inform educators on best practices in social emotional learning:
  - [Introduction to SEL](#)
  - [Integrating SEL Into Culturally Responsive Classrooms](#)
  - [Embedding SEL Schoolwide](#)
  - [Creating a Professional Culture Based on SEL](#)



- [Trauma-Informed Support](#)

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

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

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

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

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

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

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

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

The Academy will utilize best practices resources to assist with talking through trauma with children:

- [Nine Tips for Talking to Kids about Trauma](#)
- [Tips for Survivors of Disaster or Other Traumatic Event](#)
- [Trauma Sensitive Schools Professional Development](#)

- [How Trauma Effects Kids in School](#)
- [Traumatic News Can Trigger PTSD-Like Symptoms](#)

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

- The school leader will give thoughtful consideration to these issues prior to staff returning to work and [attending to staff well-being](#) should be ongoing
- Resource for training staff about COVID-19 and [Staff Wellness](#)
- [Mindful Teachers Self-Care Resources](#) This site is continually updates with articles, videos, and resources to help teachers practice self-care
- [Headspace for Educators](#) Mindfulness and Guided Meditation App available to educators at no cost. The website includes a 6-week guide specifically developed for teachers in PDF form-no registration required.
- [TED Talks Importance of Self-care Playlist](#)
- [Daily Dose of Kindness Self-care blog](#)
- [Skovholt Practitioner Professional Resiliency and Self-Care Inventory](#)
  - A simple tool to guide professionals in the helping professions such as teaching and counseling self-reflect around four subscales: Professional Vitality, Personal Vitality, Professional Stress, and Personal Stress
- [Cultivating Well-Being in Challenging Times](#) with Dr. Jean Clinton
  - New Pedagogies for Deep Learning: Dr Jean Clinton, NPDL Special Advisor, shares her wisdom and thoughts about well-being, learning and life through this YouTube playlist

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

All “strongly recommended” Mental & Social-Emotional Health safety protocols on page 29 of the Roadmap were implemented for Phase 4.

## **Instruction Phase 4**

### **Instruction Overview:**

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

### **Governance:**

The academy has created a Return to School Committee that is led by the School Leader, who is supported by the office manager, instructional coach, SPED staff, teaching staff, and support and maintenance staff. The committee has used data from discussions, surveys, and phone calls to revise elements of the remote learning plan to improve its effectiveness and meet the needs of

our families. The remote learning plan will be shared with all involved stakeholders in case of a return to remote learning before the students return.

The MCWA academic board that supports the committee is made up of the following members: Patricia Payne-President, Jacqueline Clement -Vice President, Amy Johnson- Secretary, and Vincent Woods-Treasurer.

**Instruction:**

Mildred C. Wells Academy staff remain dedicated to providing a quality education to all students. We will remain flexible in our instructional strategies based on the needs of our students. Our vision and mission remains the same whether we instruct virtually or in person.

For the 2020-2021 school year, Mildred C. Wells Academy will ensure:

- Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
- Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
- Every students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.

Mildred C. Wells Academy has set clear expectations regarding high quality virtual and traditional instruction that include:

- Best practices for blended or remote learning;
- Grade-level proficiencies;
- Modes of student assessment and feedback;
- Differentiated support for students;
- The inclusion of social-emotional learning;
- Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.
- High quality Standards-aligned curriculum
- Student Engagement strategies
- Social and Emotional Learning
- Meaningful assessments to help identify gaps in learning and student needs

Mildred C. Wells will support these expectations by providing a professional learning plan that will be discussed later in this document.

During Phase 4, K-8 parents will have a choice of having their students engage in virtual or traditional learning.

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

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

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

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

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

### **Professional Learning:**

The school will provide professional development to staff before reopening.

Training opportunities will include:

- Professional Learning Communities focused on:
    - Curriculum Planning
    - Differentiated Instruction to meet needs of students
    - Analyzing and responding to data
    - Strategies for gap closing
  - Restorative supports for teachers and learning around equity and implicit bias, culturally responsive education
  - Trauma-informed practices
  - Training specific to newly adopted curriculum, technology, and resources (including online platforms)
  - Designing learning opportunities to support remote and/or hybrid learning
- The school will provide ongoing professional development to staff when reopening.
- Training opportunities will include:
- Growth and development of our staff is a priority and we encourage our educators to take advantage of other professional development opportunities by continually updating and sharing available options within our [Professional Development Toolkit](#)

### **Monitoring:**

Families were surveyed via phone calls about the family's technological needs. Students who need a device to access the internet will be provided with a Chromebook. Students who need access to the internet will be provided with an internet Hot-Spot. Internet connectivity and usage will be monitored through applications such as GoGuardian or similar.

Teachers will be responsible for monitoring student access and assignment completion on each learning platform. Teachers will provide feedback to students on assignments through the learning platforms and via phone calls or other modes of communication when necessary or as needed.

Teachers will be responsible for tracking attendance in coordination with the office manager. Parents and guardians will be made aware of unexcused absences as they occur. The social worker will track absences and assist the teachers and office manager with parent reach-out and solutions. Unexcused absences will be recorded and forwarded to the appropriate state reporting departments when necessary.

All services provided will be monitored through the use of Google Logs, anecdotal notes, participation, application tracking, and compliance forms.

### **Equitable Services:**

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

- Review student health records to determine who might require a health care plan or changes to a health care plan due to medically fragile or at-risk status.
- Many of our attendance programs (ex. PowerSchool) store data regarding student's medical conditions (outside of those students with documented 504 plans or specific medical plans).
- Changes to current 504 plans or creation of new Section 504 plans should be handled by the assigned academy's 504 coordinator. [TLG/Section 504 toolkit](#)
- [Individual Health Plan](#)
- Changes in Individual Education Programs (IEP) should be handled by the special education case manager.

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

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

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

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

- An option would be to send a questionnaire home regarding "student health" or underlying health conditions of students.
- Communication with parent/guardian(s) is Key. It is our responsibility to ensure the parent/guardian(s) has a direct voice in ensuring the additional needs of their child are being met during this pandemic.
- This task could be assigned to the Wellness Team or an individual, but the goal is to ensure that every student with a unique health need has the appropriate plan in place to ensure academic success and safety.

### **Additional Resources:**

- [CDC Guidance: How to Care for Children and Youth with Special Healthcare](#)

#### Needs in Emergencies

- [CDC Frequently asked questions: How COVID-19 Impacts Children.](#)
- [CDC: People Who Need to Take Extra Precaution During COVID-19](#)

#### **Not Implemented:**

All “strongly recommended” instruction protocols were implemented for Phase 4.

### **Operations Phase 4**

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

#### **Facilities Protocols:**

- Cleaning supplies will continue to be ordered.
- Maintenance will continue to maintain the building for the safety of staff and students. (Disinfecting, displaying signage, building repairs)
- Maintenance Staff disinfects all hard surfaces and high traffic areas daily.
- Maintenance Staff wear appropriate PPE to complete their duties.
- Maintain facilities for in-person school operations.
  - Check HVAC systems at each building to ensure that they are running efficiently.
  - Custodial staff should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
  - Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.
  - Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- School leaders should conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- Activate school cleaning and disinfection protocols according to the [CDC School Decision Tree](#). Custodial staff should wear surgical masks when performing cleaning duties.
- Maintain facilities for resumption of school operations.

### **Operations Overview:**

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

### **Technology Protocols:**

- Mildred C. Wells Preparatory Academy will survey each family to see what technology is in the home, what kind of condition it is in, and how many devices are available to the students. Also, if they have internet access inside the home for remote learning.
- Mildred C. Wells Preparatory Academy has set Latrisha Corona in charge of planning and communicating with the district technology team to discuss the needs of the district and the students.
- Mildred C. Wells Preparatory Academy currently has a technology plan that is reviewed on a yearly basis. Remote learning will occur in Phases 1, 2 and 3 of the COVID-19 pandemic. If needed, we will be issuing each student a school computer, Chromebook or tablet for remote learning at home. A hotspot, including the monthly service plan, will also be provided allowing the student to have access to the internet at home if the family is in need of internet access. Staff will have professional development/training on the latest technology and resources to use during remote learning and/or best practices throughout the school year.(Training and support for staff on adapting remote learning)
- Mildred C. Wells Preparatory Academy has assigned Joel Johnson, Kristin Stowe, and Christi Mangold to be the community-technology liaisons to help parents transition into remote learning environments and provide support information to the families. We also have developed a school team that will assist the liaison when needed. Parent volunteers to assist with additional support have been identified.
- Mildred C. Wells Preparatory Academy has assigned Joel Johnson, Kristin Stowe, and Christi Mangold to be technology process leaders (community-technology liaisons) contact information has been published on the school website.
- Mildred C. Wells Preparatory Academy has created a help desk to safely bag devices once returned to the school. Once devices have been returned, repairs and replacement evaluations will be assigned to The Leona Group IT team. If accessories need to be ordered for summer, the help desk will notify the IT team. The Leona Group IT team has maintenance and sanitation routines in place when evaluating issues that may present themselves during remote learning.
- All technology devices at Mildred C. Wells Preparatory Academy are on an inventory list. An asset tag is affixed to each unit that records the make, model, serial number, grant and location. An inventory is conducted at the district every two years. All equipment that is signed out for student use is logged noting the date of sign out and the date of return. Securly, GoGuardian, or a similar application for device usage monitoring and device tracking to avoid misplaced devices.



- Mildred C. Wells Preparatory Academy will contact The Leona Group IT team to assist with processing, returning, and maintaining devices. If devices need maintenance that the Leona Group IT team cannot perform, they will contact the appropriate outside vendor to conduct the needed repairs.
- Mildred C. Wells Preparatory Academy has additional student and teacher devices on sight to ensure that staff and students minimize the time that they go without a device.
- Mildred C. Wells Preparatory Academy works with The Leona Group IT team to test and maintain the WiFi access points or wired connections. Upon installation, Wifi access points are tested to ensure they are working properly. Once installed, the access points are monitored by the zone director. If an issue arises, the IT team is notified and repairs necessary issues.
- Based on survey results, Mildred C. Wells Preparatory Academy will be handing out computers, Chromebooks and tablets for students in need to use during remote learning. Also, families that have indicated that they do not have internet access at home, will be provided with a hotspot, including monthly service plan, to ensure that the student(s) and family can access the remote learning environment created by the academy.
- Mildred C. Wells Preparatory Academy will contact The Leona Group IT team of any problems with Google G-Suite and online learning programs. Also, Securly, GoGuardian, or a similar application for device usage monitoring and device tracking to avoid misplaced devices during remote learning.
- Mildred C. Wells Preparatory Academy will contact teachers or The Leona Group IT team if students and families need assistance with troubleshooting problems when accessing online teaching resources and platforms.
- Mildred C. Wells Preparatory Academy will be using Google Classroom to assign, submit, and evaluate students during remote learning sessions. Powerschool will be used to formally keep track of students progress and activity during remote learning sessions.
- Mildred C. Wells Preparatory Academy will schedule ongoing staff training on platforms and tools to be used during remote learning sessions. MCWA professional development for all staff, will take place 2 weeks prior to August 31, 2020, the first day of school.
- Mildred C. Wells Preparatory Academy follows CIPA (Children's Internet Protection Act) guidelines to ensure that students and families are safe and secure.
  - Access by minors to inappropriate matter on the Internet;
  - The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
  - Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
  - Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
  - Measures restricting minors' access to materials harmful to them

Accidental damage, theft, and loss of technology is as followed. There will be backup Chromebooks for students in case of accidental damage, theft, or loss of technology. If students break their chromebooks they will need to pay for the damages done.

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

### **Equitable access to learning through the use of technology:**

If needed, we will be issuing each student a school computer, Chromebook or tablet for remote learning at home. A hotspot, including the monthly service plan, will also be provided allowing the student to have access to the internet at home if the family is in need of internet access.

- Mildred C. Wells Preparatory Academy will survey each family to see what technology is in the home, what kind of condition it is in, and how many devices are available to the students. Also, if they have internet access inside the home for remote learning.
- Mildred C. Wells Preparatory Academy has set Latrisha Corona in charge of planning and communicating with the district technology team to discuss the needs of the district and the students.
- Mildred C. Wells Preparatory Academy currently has a technology plan that is reviewed on a yearly basis. Remote learning will occur in Phases 1, 2 and 3 of the COVID-19 pandemic. If needed, we will be issuing each student a school computer, Chromebook or tablet for remote learning at home. A hotspot, including the monthly service plan, will also be provided allowing the student to have access to the internet at home if the family is in need of internet access. Staff will have professional development/training on the latest technology and resources to use during remote learning and/or best practices throughout the school year.(Training and support for staff on adapting remote learning)
- Mildred C. Wells Preparatory Academy has assigned Joel Johnson, Kristin Stowe, and Christi Mangold to be the community-technology liaisons to help parents transition into remote learning environments and provide support information to the families. We also have developed a school team that will assist the liaison when needed. Parent volunteers to assist with additional support have been identified.
- Mildred C. Wells Preparatory Academy has assigned Joel Johnson, Kristin Stowe, and Christi Mangold to be technology process leaders (community-technology liaisons) contact information has been published on the school website.
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- All technology devices at Mildred C. Wells Preparatory Academy are on an inventory list. An asset tag is affixed to each unit that records the make, model, serial number, grant

and location. An inventory is conducted at the district every two years. All equipment that is signed out for student use is logged noting the date of sign out and the date of return. Securly, GoGuardian, or a similar application for device tracking to avoid unwanted internet misplaced devices and monitor internet use during remote-learning.

- Mildred C. Wells Preparatory Academy will contact The Leona Group IT team to assist with processing, returning, and maintaining devices. If devices need maintenance that the Leona Group IT team cannot perform, they will contact the appropriate outside vendor to conduct the needed repairs.
- Mildred C. Wells Preparatory Academy has additional student and teacher devices on sight to ensure that staff and students minimize the time that they go without a device.
- Mildred C. Wells Preparatory Academy works with The Leona Group IT team to test and maintain the WiFi access points or wired connections. Upon installation, Wifi access points are tested to ensure they are working properly. Once installed, the access points are monitored by the zone director. If an issue arises, the IT team is notified and repairs necessary issues.
- Based on survey results, Mildred C. Wells Preparatory Academy will be handing out computers, Chromebooks and tablets for students in need to use during remote learning. Also, families that have indicated that they do not have internet access at home, will be provided with a hotspot, including monthly service plan, to ensure that the student(s) and family can access the remote learning environment created by the academy.
- If needed, we will be issuing each student a school computer, Chromebook or tablet for remote learning at home. A hotspot, including the monthly service plan, will also be provided allowing the student to have access to the internet at home if the family is in need of internet access. The technology issued will allow the student(s) to access online learning sites and learning platforms such as: Google Classroom, Class Dojo, Newsela, Engage New York/ Eureka, Envision Math, Reading Street, Interactive Science, My World Social Studies, Math IXL, Reading Eggs, Math Seeds, Moby Max, and others designated by MCWA.
- Mildred C. Wells Preparatory Academy has created a help desk to safely bag devices once returned to the school. Once devices have been returned, repairs and replacement evaluations will be assigned to The Leona Group IT team. If accessories need to be ordered for summer, the help desk will notify the IT team. The Leona Group IT team has maintenance and sanitation routines in place when evaluating issues that may present themselves during remote learning.
- Mildred C. Wells Preparatory Academy works with The Leona Group IT team to test and maintain the WiFi access points or wired connections. Upon installation, Wifi access points are tested to ensure they are working properly. Once installed, the access points are monitored by the zone director. If an issue arises, the IT team is notified and repairs necessary issues.
- Each grade level teacher will organize all assignments and online resources in a Google Folder or Clever or a similar application that will be accessible by students and parents. If problems arise with gaining access to the folder, parents and students can contact MCWA Technology Liaisons for assistance. Clever if we go with it
- Staff will communicate daily with MCWA Technology Liaisons and The Leona IT team regarding technology tracking issues, and inventory, and a review of the technology

processes in order to maintain best practices as students and staff use designated technology, software, and applications for instruction and learning.

- MCWA Technology Liaisons and the Leona IT team will continue to monitor the wireless and wired network infrastructure within the MCWA network and G-suite when remote learning is taking place.
- MCWA Technology Liaisons will identify and inventory technological issues on a shared spreadsheet with the Leona IT team, and work together to develop a long-term technology maintenance plan.

### **Transportation Protocols:**

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

- Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.
- The bus driver, staff, and all students in grades K-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with administration and local public health officials if they are available.
- Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned. a Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
- If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
- Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

### **Operational plans in the event that the Academy is required to close for in-person instruction:**

#### **Alternative Modes of Instruction:**

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

**Mildred C. Wells Academy** remains committed to keeping our students at the center of all that

we do. The public health crisis has only strengthened our stance. Our district is committed to educating the Whole Child. We have embraced the Whole School, Whole Community, Whole Child (WSCC) Model, which is the CDC’s framework for addressing health in schools. We are intentionally focused on our students and emphasize the collaboration between schools, communities, public health, and health care sectors for the purpose of better aligning resources in support of the whole child.

Now, more than ever, we are striving to be intentional in our outreach to continue building relationships and maintain connections. We are committed to do all we can to help students feel safe and valued. To that end, we commit to the following:

- Plan for Student Learning: Building on individual students’ strengths, interests, and needs and using this knowledge to positively affect learning.
- Develop a Weekly Plan and Schedule: Offering routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- Contact Families: Partnering to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. We have considered the guidance from COSN when creating this plan. We will provide translations as necessary.
- Technology Plan: Assisting students and their families to overcome the technology access gap by providing access to tech devices (Chromebooks, laptops, iPads), mobile hotspots, and making families aware of internet access options available to them.
- Special Education Students will be given accommodations aligned to their needs. Types of support can and may include: shortened assignments, video chats with the special education teacher, graphic organizers, and read-aloud.
- Teachers will be expected to make contact with every student at least one time during the week. This will be done through the contacts in the instructional platform or other forms of district approved and secured media such as Remind, Class Dojo, Google Hangout, Zoom, etc. In some cases, phone calls may be a better option to connect with students personally. Zoom or Google Hangout will be utilized for student interaction as appropriate. The focus will be on two-way communication. Teachers will document attendance and each family contact in a google document containing time, date, type of contact, and comments regarding the contact each week.

Mildred C. Wells Preparatory Academy will be handing out computers, Chromebooks and tablets for students in need to use during remote learning. Also, families that have indicated that they do not have internet access at home, will be provided with a hotspot, including monthly service plan, to ensure that the student(s) and family can access the remote learning environment created by the academy.

### **Not Implement:**

All “strongly recommended” safety protocols on page 33-36 of the Roadmap were implemented for Phase 4.

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

## **Safety Protocols Phase 5**

All of the protocols listed on pages 38-44 of the Roadmap are listed as either “**Strongly Recommended**” or “**Recommended.**” Using these protocols as a guide, and incorporating other best practices, describe the Academy’s plans during Phase 5 of the Michigan Safe Start Plan for each of the following areas: Personal Protective Equipment; Hygiene; Spacing, Movement and Access; Screening Students, Staff, and Guests; Testing Protocols for Students and Staff and Responding to Positive Cases; and Responding to Positive Tests Among Staff and Students; Food Service, Gatherings, and Extracurricular Activities; Athletics; Cleaning; Busing and Student Transportation; and Medically Vulnerable Students and Staff.

Specifically identify which protocols on pages 38-44 that are identified as “**Strongly Recommended**” that the Academy will not implement.

## **Differences between Phase 4 and Phase 5:**

Mildred C. Wells Academy will continue with the recommendations in Phase 4 into Phase 5 to better protect our staff and students.

## **Personal Protective Equipment Protocols:**

To the extent that the Academy will offer in-person instruction during Phase 4 of the Michigan Safe Start Plan, the Academy will ensure compliance with the Personal Protective Equipment protocols identified as “strongly recommended” on pages 38-52 of the Roadmap, including when and where staff and students are required to wear facial coverings. The Academy will identify exceptions to this requirement for staff and students who cannot medically tolerate a facial covering by using the strong recommendations on pages 38-52 of the Roadmap, as well as describing how the Academy will address staff or students who do not comply with these requirements. The Academy will cooperate with the local public health department regarding implementing protocols outlined in the Safety Protocols below.

## **Staff:**

- Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering will not be required to wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, will not be required to wear a facial covering. The Academy will provide facial coverings for staff as needed.
- Special education teachers will be encouraged to wear clear masks.
- Homemade facial coverings must be washed daily.
- Disposable facial coverings must be disposed of at the end of each day.

- If a staff member refuses to comply with the Academy's facial covering protocols for non-medical reasons, the noncompliance may result in corrective actions up to and including termination in accordance with the policies and procedures of the Employee Handbook.

### **Hygiene Protocols:**

To the extent that the Academy will offer in-person instruction during Phase 5 of the Michigan Safe Start Plan, the Academy will ensure compliance with the Hygiene protocols identified as "strongly recommended" on pages 38-52 of the Roadmap, including adequate supplies of soap, hand sanitizer, paper towels, tissues, signs and the teaching/reinforcing of hygienic behaviors.

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

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

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

*Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.*

- It is not feasible to space desks six feet apart, classroom size does not permit it. Each student will be provided a desk shield to help distance and protect themselves and their personal space.

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

- In classrooms where large tables are utilized, space students as far apart as feasible.

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

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

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

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

Mildred C. Wells will continue to provide nutritious meals to students opting for virtual learning. Meals will be delivered to a designated location twice per week. Each delivery will consist of 3 breakfasts and 3 lunches. Mildred C. Wells can change the locations and amounts of the delivery based on the Governor's and CDC guidelines.

- Classrooms or outdoor areas should be used for students to eat meals at school, if distancing MI Safe Start | Phase 4 guidelines cannot be met.
- If cafeterias must be used, meal times should be staggered to create seating arrangements with six feet of distance between students.
  - Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
  - Students, teachers, and food service staff should wash hands before and after every meal.
- Students, teachers, and staff should wash hands before and after every event.
- Large scale assemblies of more than 50 students are suspended.



- Off-site field trips that require bus transportation to an indoor location are suspended.
- Recess should be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students should wear facial coverings.

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

Described below is the Academy's plans to ensure compliance with athletic and extracurricular activity protocols.

- The Academy will comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
- Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
- All equipment must be disinfected before and after use.
- Inter-school competitions may be held provided that facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.
- Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding.
- Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.
- Handshakes, fist bumps, and other unnecessary contact must not occur.
- Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
- Large scale indoor spectator events are limited to 50 people. Large scale outdoor spectator or stadium events are limited to 250 people, and people not part of the same household must maintain six feet of distance from one another.

### **Cleaning Protocols:**

During Phase 5 of the Michigan Safe Start Plan the Academy will adhere to the following cleaning protocols:

- Frequently touched surfaces including light switches, doors, benches, bathrooms, will undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- Libraries, computer labs, arts, and other handson classrooms will undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.

- Student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures will continue to undergo normal routine cleaning.
- The Academy will ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
- Staff will wear gloves, surgical mask, and face shield when performing all cleaning activities.
- Cleaning supplies are kept in a locked closet or cabinet away from students.
- Playground equipment will be disinfected/cleaned regularly.

### **Transportation Protocols:**

This section describes how the Academy will comply with each of the transportation protocols identified During Phase 5 of the Michigan Safe Start Plan.

- Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.
- The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.
- Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned. a Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
- If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
- Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

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

#### **Staff Protocols:**

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

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

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

#### Student Protocols:

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

- Review student health records to determine who might require a health care plan or changes to a health care plan due to medically fragile or at-risk status.
- Many of our attendance programs (ex. PowerSchool) store data regarding student's medical conditions (outside of those students with documented 504 plans or specific medical plans).
- Changes to current 504 plans or creation of new Section 504 plans should be handled by the assigned academy's 504 coordinator. [TLG/Section 504 toolkit](#)
- [Individual Health Plan](#)
- Changes in Individual Education Programs (IEP) should be handled by the special education case manager.

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

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

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

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

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

- Communication with parent/guardian(s) is Key. It is our responsibility to ensure the parent/guardian(s) has a direct voice in ensuring the additional needs of their child are being met during this pandemic.
- This task could be assigned to the Wellness Team or an individual, but the goal is to ensure that every student with a unique health need has the appropriate plan in place to ensure academic success and safety.

**Additional Resources:**

- [CDC Guidance: How to Care for Children and Youth with Special Healthcare Needs in Emergencies](#)
- [CDC Frequently asked questions: How COVID-19 Impacts Children.](#)
- [CDC: People Who Need to Take Extra Precaution During COVID-19](#)
- If the need arises, and if it is possible, a staff member who is unable to complete their normal job responsibilities will be reassigned to other meaningful work remotely. The School Leader, along with Human Resources, will begin the interactive process to make proper determinations about possible reassignment.
- Employees should contact their school leader or human resources to begin the interactive process to determine what, if any, assignment changes can be made.

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

All “strongly recommended” safety protocols on pages 38-44 of the Roadmap were implemented for Phase 5.

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

### **Mental and Social-emotional Health Services for Students Overview:**

The Academy will provide mental and social-emotional health services for students. The Academy will administer a mental health screener, digitally for all students by a trained professional. The screener will be compliant with HIPAA and FERPA policies. Screening instructions will be offered verbally to younger students. Confidentiality will be adhered to and the academy will follow mandated reporting guidelines. [Mandated Reporter Resource Guide](#)

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

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

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

- [Create a building level Wellness and Response Team](#) with intentional connections to the District Level Wellness and Response Team
- The team may be a separate group or part of the larger Return to School Committee addressed in Governance or an existing Crisis Response Team (ex. Administrator, school social worker and/or counselor, classroom teacher, support staff member)
- [Create an adaptive Wellness and Response Team](#) with clear purposes, processes, action plans, and outcomes grounded in and across all the ten components of the Whole Child (WSCC) model
- [Whole School, Whole Community, Whole Child \(WSCC\)](#)
  - If you suspect a student has experienced grief, loss, and/or trauma during Covid-19 please use the referral form below to communicate with the mental health provider and Wellness Response Team
  - If a student or parent informs you that they would like to speak/ or have their child speak with the mental health provider please use the referral below
- [Mental Health Support Guidelines](#)
- [Wellness and Response Team Referral Form](#)

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

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

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

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

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

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

The Academy will identify a point person or establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.

### **Instruction Phase 5**

Mildred C. Wells Academy staff remain dedicated to providing a quality education to all students. We will remain flexible in our instructional strategies based on the needs of our students. Our vision and mission remains the same whether we instruct virtually or in person.

For the 2020-2021 school year, Mildred C. Wells Academy will ensure:

- Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject.
- Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
- Every students' academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.

Mildred C. Wells Academy has set clear expectations regarding high quality virtual and traditional instruction that include:

- Best practices for blended or remote learning;
- Grade-level proficiencies;
- Modes of student assessment and feedback;
- Differentiated support for students;
- The inclusion of social-emotional learning;
- Guidance around daily instructional time and workload per different grade bands to ensure consistency for students.
- High quality Standards-aligned curriculum

- Student Engagement strategies
- Social and Emotional Learning
- Meaningful assessments to help identify gaps in learning and student needs

Mildred C. Wells will support these expectations by providing a professional learning plan that will be discussed later in this document.

During Phase 5, K-8 parents will have a choice of having their students engage in virtual or traditional learning.

### **Governance Protocols:**

- The academy has created a Return to School Committee that is led by the School Leader, who is supported by the office manager, instructional coach, SPED staff, teaching staff, and support and maintenance staff. The committee has used data from discussions, surveys, and phone calls to revise elements of the remote learning plan to improve its effectiveness and meet the needs of our families. The remote learning plan will be shared with all involved stakeholders in case of a return to remote learning before the students return.
- The MCWA academic board that supports the committee is made up of the following members: Patricia Payne-President, Jacqueline Clement -Vice President, Amy Johnson-Secretary, and Vincent Woods-Treasurer.

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

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

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

and staff. Information on school exclusion rules will be posted on the school's web page and in other communication.

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

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

### **Professional Learning Protocols:**

The school will provide ongoing professional development to staff virtually.

Training opportunities will include:

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

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



## **Operations Phase 5**

### **Operations Overview:**

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

### **Facilities Protocols:**

- Cleaning supplies will continue to be ordered.
- Maintenance will continue to maintain the building for the safety of staff and students. (Disinfecting, displaying signage, building repairs)
- Maintenance Staff disinfects all hard surfaces and high traffic areas daily.
- Maintenance Staff wear appropriate PPE to complete their duties.
- Maintain facilities for in-person school operations.
  - Check HVAC systems at each building to ensure that they are running efficiently.
  - Custodial staff should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
  - Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.
  - Custodial staff should follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- School leaders should conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- Activate school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff should wear surgical masks when performing cleaning duties.
- Maintain facilities for resumption of school operations.

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

Mildred C. Wells will continue to provide nutritious meals to students opting for virtual learning. Meals will be delivered to a designated location twice per week. Each delivery will consist of 3 breakfasts and 3 lunches. Mildred C. Wells can change the locations and amounts of the delivery based on the Governor’s and CDC guidelines.

- Classrooms or outdoor areas should be used for students to eat meals at school, if distancing MI Safe Start | Phase 4 guidelines cannot be met.
- If cafeterias must be used, meal times should be staggered to create seating arrangements with six feet of distance between students.

- Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
- Students, teachers, and food service staff should wash hands before and after every meal.
- Students, teachers, and staff should wash hands before and after every event.
- Large scale assemblies of more than 50 students are suspended.
- Off-site field trips that require bus transportation to an indoor location are suspended.
- Recess should be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students should wear facial coverings.

### **Enrollment:**

Mildred C. Wells Academy teachers and staff will contact families to verify enrollment of students and create classroom rosters.

### **Staff Recruitment:**

Mildred C. Wells will continue to recruit qualified staff members to join our team. Mildred C. Wells will follow all state guidelines being enforced during that time.

### **Technology Protocols:**

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

- Mildred C. Wells Preparatory Academy has set Latrisha Corona in charge of planning and communicating with the district technology team to discuss the needs of the district and the students.
- Mildred C. Wells Preparatory Academy currently has a technology plan that is reviewed on a yearly basis. Remote learning will occur in Phases 1, 2 and 3 of the COVID-19 pandemic. If needed, we will be issuing each student a school computer, Chromebook or tablet for remote learning at home. A hotspot, including the monthly service plan, will also be provided allowing the student to have access to the internet at home if the family is in need of internet access. Staff will have professional development/training on the latest technology and resources to use during remote learning and/or best practices throughout the school year.(Training and support for staff on adapting remote learning)
- Mildred C. Wells Preparatory Academy has assigned Joel Johnson, Kristin Stowe, and Christi Mangold to be the community-technology liaisons to help parents transition into remote learning environments and provide support information to the families. We also have developed a school team that will assist the liaison when needed. Parent volunteers to assist with additional support have been identified.

- Mildred C. Wells Preparatory Academy has assigned Joel Johnson, Kristin Stowe, and Christi Mangold to be technology process leaders (community-technology liaisons) contact information has been published on the school website.
- Mildred C. Wells Preparatory Academy has created a help desk to safely bag devices once returned to the school. Once devices have been returned, repairs and replacement evaluations will be assigned to The Leona Group IT team. If accessories need to be ordered for summer, the help desk will notify the IT team. The Leona Group IT team has maintenance and sanitation routines in place when evaluating issues that may present themselves during remote learning.
- All technology devices at Mildred C. Wells Preparatory Academy are on an inventory list. An asset tag is affixed to each unit that records the make, model, serial number, grant and location. An inventory is conducted at the district every two years. All equipment that is signed out for student use is logged noting the date of sign out and the date of return. Securly, GoGuardian, or a similar application for device usage monitoring and device tracking to avoid misplaced devices during remote-learning.
- Mildred C. Wells Preparatory Academy will contact The Leona Group IT team to assist with processing, returning, and maintaining devices. If devices need maintenance that the Leona Group IT team cannot perform, they will contact the appropriate outside vendor to conduct the needed repairs.
- Mildred C. Wells Preparatory Academy has additional student and teacher devices on sight to ensure that staff and students minimize the time that they go without a device.
- Mildred C. Wells Preparatory Academy works with The Leona Group IT team to test and maintain the WiFi access points or wired connections. Upon installation, Wifi access points are tested to ensure they are working properly. Once installed, the access points are monitored by the zone director. If an issue arises, the IT team is notified and repairs necessary issues.
- Based on survey results, Mildred C. Wells Preparatory Academy will be handing out computers, Chromebooks and tablets for students in need to use during remote learning. Also, families that have indicated that they do not have internet access at home, will be provided with a hotspot, including monthly service plan, to ensure that the student(s) and family can access the remote learning environment created by the academy.
- Mildred C. Wells Preparatory Academy will contact The Leona Group IT team of any problems with Google G-Suite and online learning programs. Securly, GoGuardian, or a similar application for device usage monitoring and device tracking to avoid misplaced devices during remote-learning.
- Mildred C. Wells Preparatory Academy will contact teachers or The Leona Group IT team if students and families need assistance with troubleshooting problems when accessing online teaching resources and platforms.
- Mildred C. Wells Preparatory Academy will be using Google Classroom to assign, submit, and evaluate students during remote learning sessions. Powerschool will be used to formally keep track of students progress and activity during remote learning sessions.
- Mildred C. Wells Preparatory Academy will schedule ongoing staff training on platforms and tools to be used during remote learning sessions. MCWA professional development for all staff, will take place 2 weeks prior to August 31, 2020, the first day of school.

- Mildred C. Wells Preparatory Academy follows CIPA (Children’s Internet Protection Act) guidelines to ensure that students and families are safe and secure.
  - Access by minors to inappropriate matter on the Internet;
  - The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
  - Unauthorized access, including so-called “hacking,” and other unlawful activities by minors online;
  - Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
  - Measures restricting minors' access to materials harmful to them
  - Accidental damage, theft, and loss of technology is as followed. There will be backup Chromebooks for students in case of accidental damage, theft, or loss of technology. If students break their chromebooks they will need to pay for the damages done.
  - Mildred C. Wells Preparatory Academy has been monitoring the technology needs of the district and procures equipment as needed for students and staff to ensure that remote learning can take place and provide quality learning for all students.

### **Transportation Protocols:**

This section describes how the Academy will comply with each of the transportation protocols identified During Phase 5 of the Michigan Safe Start Plan.

- Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.
- The bus driver, staff, and all students in grades preK-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.
- Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned. a Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver’s cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
- If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
- Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
- Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

- Mildred C. Wells Academy has 2 busses used to transport students to and from school.
- Mildred C. Wells Academy has 2 bus drivers and 2 bus monitors that ride the bus each day with students.

## Final Steps for Submission

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

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

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

[https://drive.google.com/file/d/1TP0gbj0b7mVi2yvw9IOoLZyXu\\_ikj1J/view?usp=sharing](https://drive.google.com/file/d/1TP0gbj0b7mVi2yvw9IOoLZyXu_ikj1J/view?usp=sharing)

**Link to the approved Plan posted on the District/PSA school website:** *The Plan has been posted on the Academy's Website Home Page:*

<https://www.wellsacademy.com/>

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

**Name of District/PSA Leader Submitting Plan: Latrisha Corona**

**Date Received by the Authorizing Body:**

**Date Submitted to State Superintendent and State Treasurer:**

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

**MILDRED C. WELLS ACADEMY (the "Academy")**

A regular meeting of the Academy Board of Directors was held on the 4th day of August, 2020, at 5:30 p.m.

The meeting was called to order at 5:43 p.m. by Board Member P. Payne :

Present: Payne, Clement, Johnson, Woods

Absent: none

The following preamble and resolution were offered by Board Member Payne and supported by Board Member Clement :

**BACKGROUND**

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

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

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

**THE ACADEMY BOARD THEREFORE RESOLVES THAT:**

1. The attached Preparedness Plan is approved. See Exhibit 1.

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

Ayes: 4

Nays: 0

Resolution declared adopted.



Print Name: Patricia Payne

President, Academy Board



Exhibit 2: COVID-19 Preparedness Plan Contract Amendment

**COVID-19 PREPAREDNESS PLAN CONTRACT AMENDMENT**

**BETWEEN**

**BAY MILLS COMMUNITY COLLEGE**  
**(AUTHORIZING BODY)**

**AND**

**MILDRED C. WELLS ACADEMY**  
**(PUBLIC SCHOOL ACADEMY)**

**AUGUST 17, 2020**

**COVID-19 PREPAREDNESS PLAN CONTRACT AMENDMENT**

**MILDRED C. WELLS ACADEMY**


In accordance with Article IX of the Terms and Conditions, incorporated as part of the Contract to Charter a Public School Academy and Related Documents, issued by **BAY MILLS COMMUNITY COLLEGE** ("College Board") and **MILDRED C. WELLS ACADEMY** ("Academy") on July 1, 2020 ("Contract"), the parties agree to amend the Contract as follows:

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

This Contract amendment is hereby approved by the Bay Mills Community College Board and the Academy through their authorized designees and shall have an effective date of August 17, 2020.

\_\_\_\_\_  
By: Mariah Wanic  
Bay Mills Community College  
Designee of the College Board

Dated: August 17, 2020

  
By: Patricia Payne, Board President  
Mildred C. Wells Academy  
Designee of the Academy Board

Dated: August 17, 2020



## Midwest School Re-entry Plan: Phase 2

August 2020

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

Building Access for Employees and Essential Visitors (August)	
General public/visitors/vendors	<ul style="list-style-type: none"><li>• Only essential visitors are allowed into the building (example: water leak, plumbing, facilities related approved vendors, enrolling students/families).<ul style="list-style-type: none"><li>• During the second phase, essential visitors will perform a self check prior to entering the school building, if possible, and self report to the school. <b><i>Anyone who has a temperature of 100.4 or higher, has any covid-19 like symptoms, or had close contact with an individual who tested positive for COVID-19 or displays COVID-19 symptoms may not enter the building.</i></b><ul style="list-style-type: none"><li>○ School leaders will determine the logistics of conducting the health screening for essential visitors</li><li>○ Essential Visitor Health Screen Checklist Link: <a href="#">COVID-19 Essential Visitor Health Questionnaire</a></li><li>○ Refusal of screening will deny that visitor access to the facility</li><li>○ Visitors must put a mask on when they enter the building. Refusal to do so will deny them entry to the building unless they have a medical reason not to wear a mask</li></ul></li><li>• Utilize a sign-in/out system for all visitors, contactless sign-in/sign-out is strongly encouraged.<ul style="list-style-type: none"><li>○ Google Form</li><li>○ QR code check-in/check-out</li></ul></li></ul></li></ul>



	<ul style="list-style-type: none"><li>■ <a href="#">QR Code Generator   Create Your Free QR Codes</a></li><li>○ Utilizing own writing utensils if you are signing in and out</li></ul>
Current school staff	<ul style="list-style-type: none"><li>● Utilize a sign-in/out system for staff members, contactless sign-in/sign-out is strongly encouraged.<ul style="list-style-type: none"><li>○ Google Form</li><li>○ QR code check-in/check-out<ul style="list-style-type: none"><li>■ <a href="#">QR Code Generator   Create Your Free QR Codes</a></li><li>○ Utilizing own writing utensils if you are signing in and out</li></ul></li></ul></li><li>● Employees should not bring visitors or helpers with them to the building under any circumstances.</li><li>● Avoid surprise drop-ins.</li><li>● Return staff in phases.<ul style="list-style-type: none"><li>○ Phase two<ul style="list-style-type: none"><li>■ Minimize the number of employees working on-site daily.<ul style="list-style-type: none"><li>● We recommend school building hours being Monday through Thursday with staggering schedules, with Friday being a work from home day for everyone.</li><li>● Create staggering schedules for teachers and year-round staff members - consider half day schedules while working on-site while still completing the workday at home.</li><li>● Employees will need to use PTO or vacation days when they are off work.</li></ul></li></ul></li></ul></li></ul>
Entry to the School Building	<ul style="list-style-type: none"><li>● All school employees are required to enter through one entry point designated by the school leader. During the second re-entry phase, employees will perform a self check prior to entering the office and self report to their supervisor. <b>Anyone who has a temperature of 100.4 or higher, has any covid-19 like symptoms, or had close contact with an individual who tested positive for COVID-19 or displays COVID-19 symptoms may not come to work.</b> The employee must notify their supervisor of their situation.</li><li>● Staff will complete a health screening survey and will continue to contact their supervisor prior to going to the building.<ul style="list-style-type: none"><li>○ Please make a copy before using the following:<ul style="list-style-type: none"><li>■ <a href="#">TLG Midwest COVID-19 Health Screening</a></li><li>■ <a href="#">Electronic Version of TLG Midwest COVID-19 Health Screening</a></li></ul></li><li>○ The supervisor will confirm with the staff member that they have filled out the survey and</li></ul></li></ul>



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



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



Symptom monitoring	<ul style="list-style-type: none"><li>• Anyone who is ill, becoming ill or who has had close contact with someone who is ill <b><u>WILL NOT</u></b> be permitted to enter the building. See below for more details.</li><li>• At this time, we are not requiring on-site temperature checks. (this will take place at home when following the procedure of the health screening)<ul style="list-style-type: none"><li>○ <b>Please make a copy before using the following:</b><ul style="list-style-type: none"><li>■ <a href="#">TLG Midwest COVID-19 Health Screening</a></li><li>■ <a href="#">Electronic Version of TLG Midwest COVID-19 Health Screening</a></li></ul></li></ul></li></ul>
<b>COVID-19 Exposure, Work-from-Home, and Return-to-work</b>	
Exposure or possible exposure to positive COVID-19 cases	<ul style="list-style-type: none"><li>• Anyone who has a possible exposure should notify their school leader immediately. School leaders will notify the Vice President of Human Resources.</li><li>• Individuals with <b><u>significant exposure</u></b> to a POSITIVE or SUSPECTED POSITIVE COVID-19 case should actively monitor symptoms and should work-from-home for 14 calendar days from last exposure. “Significant exposure” is being within 6 feet of someone who has COVID-19 for at least 15 minutes.</li><li>• Exposure or possible exposure applies to anyone at work, home or in your personal life.</li></ul>
Recovered POSITIVE COVID-19 cases	<ul style="list-style-type: none"><li>• If you have been tested for COVID-19, please notify your school leader immediately that you are awaiting test results. School leaders will notify the Vice President of Human Resources.</li><li>• Anyone who has tested positive for COVID-19 cannot return to work until they have been at home, away from others and <b><u>symptom-free for at least 24 hours</u></b> without the use of drugs or medicine to suppress fever or symptoms, have improved respiratory symptoms, and it’s been at least 10 days since symptoms first appeared.</li><li>• Anyone who is symptom-free for at least 24 hours, without the use of medicine to suppress fever or symptoms AND has a negative COVID-19 test result may return to work.</li></ul>





<p>NEGATIVE COVID-19 <b>with symptoms</b> or <b>untested with symptoms</b></p>	<ul style="list-style-type: none"><li>• Anyone who has any symptoms of illness, should notify their school leader immediately. School leaders should notify the Vice President of Human Resources.</li><li>• Anyone who has <u>tested negative</u> for COVID-19 <b>AND</b> has any symptoms of illness (fever, cough, shortness of breath), should stay home, away from others and can return after they have been <u>symptom-free for 24 hours</u>. “Symptom-free” includes not using drugs or medicine to suppress fever and/or symptoms.</li><li>• Anyone who has any symptoms of illness should stay home, away from others and can return after they have been <u>symptom-free for 24 hours</u>. “Symptom-free” includes not using drugs or medicine to suppress fever and/or symptoms.</li><li>• At this time, a healthcare provider’s note for employees who are sick with acute respiratory illness is not required to validate their illness or to return to work.</li></ul>
<p>Displaying symptoms at work.</p>	<ul style="list-style-type: none"><li>• Anyone displaying any symptoms of illness, should notify their school leader immediately. School leaders should notify HR.</li><li>• Anyone displaying any symptoms of illness in the workplace, should be isolated until they can be sent home.</li><li>• Anyone displaying any symptoms of illness should stay home, away from others and can return after they have been symptom free for seven days from the date symptoms first appeared; and have three consecutive days without fever and with improvement in respiratory symptoms.</li><li>• People with significant exposure to this person will be notified and sent home.</li><li>• Areas where this person worked, including common areas, will be closed for cleaning/sanitization.</li></ul>



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



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